DOCUMENT RESUME

ED 068 222 95 RC 006 497

AUTHOR Dillon, Paul L., Jr., Comp.
TITLE San Francisco Bilingual-Bicultural Education Project for Spanish/English Speaking Children. Final Evaluation Report: 1970-71.
INSTITUTION San Francisco Unified School District, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO P-140386
PUB DATE Dec 71
NOTE 114p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Biculturalism; *Bilingual Students; Community Involvement; Cultural Background; Curriculum Development; *English; Ethnic Groups; Language Arts; Mathematics; *Mexican Americans; Sciences; Social Sciences; *Spanish Speaking; Staff Improvement

ABSTRACT

Services offered through this project were concentrated on the Mission District of San Francisco, California, where the highest percentage of monolingual and bilingual Spanish-speaking population is concentrated. The student linguistic target for project classes was half-and-half monolingual Spanish speakers and monolingual English speakers. Analysis of the data was carried out at each grade level on the total dominant language Inter-American Test of General Abilities pre-post difference scores. English and Spanish materials were used for instruction in language arts, culture and heritage, science, mathematics, and social science. The staff was offered preservice and inservice training. Successful attempts were made to involve parents and the community in the project. The major recommendation for improvement of the project was to provide for formal parent involvement in the project. (PS)

ED 068222

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

1970 - 1971

FINAL EVALUATION REPORT:

SAN FRANCISCO BILINGUAL-BICULTURAL EDUCATION PROJECT FOR SPANISH/ENGLISH SPEAKING CHILDREN

ESEA, Title VII
Project No. 140386

Prepared by
Paul L. Dillon, Jr.
Internal Evaluator
December, 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Dr. Thomas A. Shaheen
Superintendent of Schools

FILMED FROM BEST AVAILABLE COPY

RC 006497

CONTENTS

		PAGE
	Abstract	ii
I.	Description of Project Area	1
II.	Student Population	7
III.	Instruction	25
	1. General	25
	2. Language Arts/Reading	28
	3. Second Language	30
	4. Culture and Heritage	42
	5. Science	44
	6. Mathematics	46
	7. Social Science	48
IV.	Curriculum Development	51
V.	Staff Development	67
	1. Preservice	67
	2. Inservice	74
VI.	Parent/Community Involvement	86
VII.	Project Management	103
VIII.	Appendices	110

I DESCRIPTION OF PROJECT AREA

Services offered through this project are concentrated on the Mission District of San Francisco where the highest percentage of mono- and bilingual Spanish-speaking population is concentrated. The schools marked on the map (Figure 1) roughly delineate the Mission District.

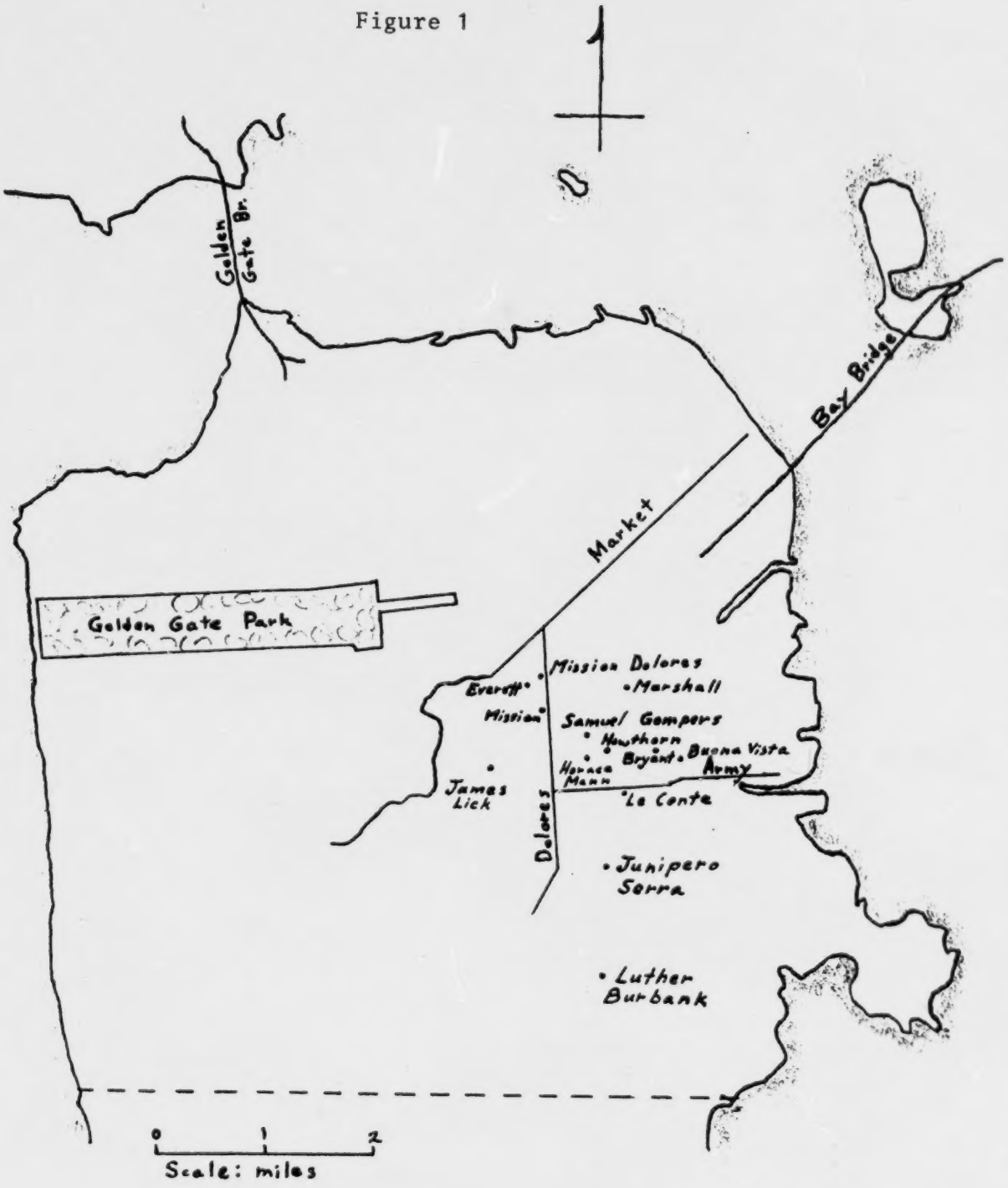
1. Numbers and location of children from environments in which the dominant language is Spanish.

San Francisco Unified School District includes 104 elementary schools, 18 junior high schools, plus children's centers, pre-school classes, and special schools and classes. A survey conducted for the District by the Division of Human Relations on 23 September, 1970, showed that 12,364 Spanish-speaking and/or Spanish-surnamed students, or 13.6% of the total student population, were enrolled in San Francisco public schools. (None of these figures reflect changes under integration). The breakdown by level, as given in that report, is as follows:

Level	Number of Sp.-Spkg/Surn.	%
Elementary	6,670	14.1
Junior High	2,731	13.3
Senior High	2,681	12.8
Pre-School Classes	68	21.2
Special Schools & Classes	165	13.4
Children's Centers	49	6.3
Total	12,364	

The greatest number of these 12,364 students is concentrated in the 34 elementary schools, 5 junior high schools, and 5 high schools within the boundaries of the area known as the Mission District (see map, Figure 1).

Figure 1



Some Schools in the Mission District of San Francisco

Schools exhibiting the greatest concentrations are as follows, listed in the order of highest percentages:

Elementary	Number	%
Hawthorne	476	71.5
Bryant	285	57.1
Marshall	264	53.1
Buena Vista	202	51.5
Marshall Annex	216	48.5
Fairmount	347	41.6
Le Conte	380	41.1
Junipero Serra	260	38.7
Patrick Henry	182	38.2
Edison	329	38.2
Sanchez	280	36.2
Excelsior	88	35.0
Paul Revere	314	32.0
Total	3,623	
Junior High		
Horace Mann	742	54.2
James Lick	368	31.0
Opportunity	30	28.8
Everett	423	29.8
Luther Burbank	364	23.2
Total	1,927	
Senior High		
Mission	947	38.8
John O'Connell Vocational and Technical	242	31.9
Samuel Gompers (Contin.)	178	28.0
Balboa	433	19.1
Opportunity	22	11.3
Total	1,822	
Grand Total	7,372	

In addition to the above, there are 10 additional elementary schools with a concentration of 20% to 29% Spanish-speaking/ Spanish-surname students. Parochial and private schools within the Mission District report a Spanish-surname population of 2,304 elementary through high school students.

2. The Linguistic Competence of Mission District Children.
In another survey conducted in 34 elementary, 4 junior high, and 4 senior high schools of the Mission District, teachers were asked to list those students living in homes in which the dominant language is Spanish, and to indicate those students exhibiting language difficulties. This survey identified 1,980 Spanish-speaking students so severely handicapped by a lack of English proficiency that they were unable to function in the regular classroom. Nine hundred of these children were concentrated in 13 schools. There is a possibility that a number of students whose command of English is sufficient for social interaction, but not such that they can handle the introduction of new concepts while struggling with the unfamiliar language employed in teaching situations, were not included in the totals. We can conclude, therefore, that the figure of 1,980 Mission District children severely handicapped by lack of English is very conservative.

3. Other Bilingual/ESL Programs Serving the Spanish-Speaking Children of the Mission District.
In addition to Project classes, there are several ESL and/or Spanish bilingual programs for Spanish speakers in the Mission District. These are financed by the San Francisco Unified School District and outside funds. In 1970-71 there were seven self-contained Spanish bilingual classes in five elementary schools. In addition, three elementary

schools had three ESL teachers who taught pull-out classes. Combined these elementary level programs served a total of 392 students. Last year these classes contained no dominant English speaking Anglos. Also during 1970-71, 11 teachers worked with 191 students in five junior high schools. Thus a total of only 483 of the 1980 Spanish-speaking students identified as having language difficulty in school were being served by non-Project programs last year.

4. Elementary Schools in the Project

4.1 Buena Vista

This is a demonstration school for individualized instruction, and it makes extensive use of ungraded classes. The school site administration is very open to educational innovation and sensitive to the needs of Latino students, and the Principal is Latino and bilingual. The Spanish surname population at Buena vista has been in the U.S. and in San Francisco somewhat longer than is the case at Marshall.

4.2 Marshall (and Annex)

Marshall School had one of the highest concentrations of Spanish-speaking in the district and is an ESEA saturation school. It is in an area which continually receives many new immigrant families. It also provides an opportunity to observe the effectiveness and feasibility of the non-graded bilingual classes housed in the traditional graded school.

4.3 Mission Dolores

This is one of five parochial schools located in the Mission District. Its population is similar to that of Sanchez School since they both draw from the same general area. Its teaching staff is anxious to provide better services for its students and the liaison office of the archdiocesan schools and public schools recommends the site as best parochial school in which to operate pilot bilingual classes.

II STUDENT POPULATION

1. Language

In composing the Project classes, the primary criterion was language: What language(s) does the child speak? In addition, we required that each child placed in the Project have parental permission, given on the understanding that participation would entail testing for Project evaluation beyond that normally required in the school.

The linguistic target was half-and-half monolingual Spanish speakers and monolingual English speakers. In practice this sometimes meant dominant in one language or the other. There were primarily two situations that worked against monolinguality. First, the required number of completely monolingual children was not always available. English monolinguals were in short supply at Marshall, while there were too few monolingual Spanish-speakers at Buena Vista and Mission Dolores. In the few individual instances involved, we included bilinguals or partial bilinguals (usually native Spanish-Speakers, though sometimes dominant English-speakers). The second situation involved including a few children at Buena Vista who had been in the District Spanish Bilingual Program last year (1969-70) and were therefore partially bilingual but for for whom no special provision could be made this year outside of Title VII.

One rather minor consideration in screening was the attempt to have equal numbers of both sexes in each language group in each class. We also attempted to exclude speakers of languages other than Spanish and English. Finally, we tried to avoid accepting children severely handicapped by non-language-related problems, e.g. mentally retarded or emotionally handicapped. The rule of thumb on this point was that if the child was so severely handicapped that he should not be in a regular classroom, then he should not be in the Project classes either. This was intended to counteract a tendency on the part of some school-site personnel to misunderstand the purpose of the Project, seeing it as a dumping ground for all their problems. We were able to keep this part of selection from going overboard in either direction by having individual screening observation-interviews either done or supervised by the staff learning specialist, who has extensive experience working with educationally handicapped children.

The rationale for the handicap restriction was twofold. while we expected the bilingual class situation to be somewhat stressful for some children at first, we expected normal children to overcome this easily. It did not seem appropriate to subject a child already under stress to an additional one, even if relatively mild. If we assessed a child's problem as probably linguistic in origin, this was no bar to inclusion in the Project. Besides the child, we considered the burden our

teachers would be carrying. While several had taught one class in both Spanish and English, the class had been composed entirely of Spanish-speakers. Several others had taught classes with both Spanish and english speakers, but only in English. This was the first time any of the teachers had attempted to teach children of both languages in both languages. It would have been unfair to add, when avoidable, children with special problems other than language-based ones.

2. Ethnic and National Origins

Since the criteria used disregarded such factors as ethnic or racial groups and national origins, the students in the Project are very mixed in these respects, as shown in Table 1, which is based on data supplied by the teachers. Intuitively one would expect that children of Spanish surnamed families living in the U.S. for one or more previous generations to be more proficient in English than new immigrant children. The precise national origins of such children would also be more obscure in standard school records (which sometimes include the birthplaces of the child and both parents) than those of more recent arrivals. The data in Table 1 support this, showing that 45% of the English-speaking Iberoamerican children are of unknown national background, while this is true of only 13% of the Spanish-speaking children.

In April-May, 1971, a Background Information Questionnaire

Table 1

Ethnic and National Origin Composition
of Title VII Classes (Fall, 1970)

Ethnic/National Groups	Spanish Speakers	English Speakers	Total
Iberoamerican (T)	85 (100%)	31 (99%) (36%)	116 (100%) (68%)
Mexican (T)	28 (33%)	10 (32%)	38 (33%)
Mexican	16	1	17
Mexican-American[a]	12	9	21
Mixed[b]	4 (5%)		4 (3%)
Central American (T)	30 (35%)	5 (16%)	35 (30%)
Salvadoran	13	2	15
Salvadoran-American	1	1	2
Nicaraguan	7	1	8
Nicaraguan-American	3	1	4
Guatemalan	3		3
Honduran	3		3
West Indies (T)	7 (8%)	2 (6%)	9 (8%)
Cuban	6	1	6
Cuban-American[c]		1	1
Puerto Rican	1		1
Puerto Rican-American		1	1
South American	3 (4%)		3 (3%)
Spanish	2 (2%)		2 (2%)
Spanish surname (birthplace/ national origins unknown	11 (13%)	14 (45%)	25 (22%)
Other (T)		54 (64%)	54
Anglo		38	38 (22%)
Black Americans		12	12 (7%)
Other[e]		4	4 (2%)
Grand Totals	85	85 (100%)	170 (99%)

a The form "___-American" indicates that the child was born in the U.S and his ancestry (usually parents) is of the country given.
b One each: Cuban-Mexican, Honduran-Mexican, Guatemalan-Mexican, and Salvadoran-Nicaraguan.
c Black
d One from each of Argentina, Chile, Colombia
e One each: American Indian, Greek, Samoan, Anglo-Korean.

(BIQ) was sent home with the children and eventually provided a 62% return. Using this somewhat less complete, but probably more accurate information, Table 2 was compiled showing birthplaces of the Project children and their parents. The total N's differ because of varying percentages of "no response" on the three questions. Note that a larger percentage of mothers than of fathers were born in the U.S., while more fathers than mothers were born in Mexico. The picture of a very heterogeneous population is further supported by this information.

The relationship between length of residence and English skill points to a shift in the Iberoamerican community in San Francisco. Among English-speaking pupils, 32% are known to be Mexican in background, but only 16% Central American. In the Project as a whole, 33% of the children identified as Latinos are of Mexican background, compared to 30% from Central American homes. Even this very slight lead among Mexican-origin children is reversed among the dominant Spanish-speakers (33% to 35%). This suggests that immigrant Latin families now tend to come to San Francisco from Central America rather than Mexico, and that the Mexican families have generally been here longer. This hypothesis is supported by the visible Political dominance of Mexican-Americans in the Mission District and its organizations.

Table 2

Birthplaces

		U.S.	Mexico	Central America[1]	Other Spanish Speaking[2]	Other	Total
Children	N	76	8	10	7	1[3]	102
	%	75%	8%	10%	7%	1%	101%
Mothers	N	50	17	21	8	3[4]	99
	%	51%	17%	21%	8%	3%	100%
Fathers	N	40	22	20	9	6[5]	97
	%	41%	23%	21%	9%	6%	100%

1. Includes El Salvador, Nicaragua, Honduras and Guatemala.
2. Includes Argentina, Chile, Puerto Rico, Cuba and Spain.
3. Korea.
4. Korea, Philipines, Samoa
5. China, Greece, Ireland, Philipines, Samoa (2).

The data in Table 3 was obtained from the B.I.Q. This citizenship data further supports the thesis that the immigrant Latino population is shifting from Mexican to Central American. While 24% of the Mexican-born heads of households are now United States Citizens, only 5% of the Central American-born heads of households are citizens here. Again it appears that the Mexican-American community in San Francisco has been here longer, is more established, and with a disproportionate share of the Latino votes, has more political power. It is also interesting to note that none of the heads of households born in Spanish speaking countries other than Mexico and Central America are U.S. citizens. This may indicate a Latino immigration pattern even more recent than that of the Central Americans.

The proportion of Project children of Latin background (68%) was understandably greater than in all the San Francisco Unified School District Elementary Schools (about 14%), but was more nearly comparable to the figures for "Spanish-speaking/Spanish-surname" children in the two public schools with Project classes (53% at Marshall and 52% at Buena Vista). The percentage of Anglo Children in the Project (22%) was somewhat lower than that for SFUSD elementary schools in general (36%), but compared with 16.8% and 20.7% Anglos at Marhall and Buena Vista respectively. The figure for Black children was lower in the Project (7%) than in all city elementary schools (29%), but again approximated the proportion in the full student bodies at the Project schools (15% at Marshall and 7% at Buena Vista.

Table 3

Citizenship of Project Heads of Household

Birthplace of Heads of Household

		Mexico	Central America	Other Spanish Speaking Country	Other Country	United States
Is U.S. Citizen	N	5	1	—	2	45
	%	24%	5	0%	50%	100%
Not U.S. Citizen	N	16	20	7	2	—
	%	76%	95%	100%	50%	0%
Column Total	N	21	21	7	4	45
	%	100%	100%	100%	100%	100%

The percentages given for SFUSD and whole schools in the last paragraph are from Selected Data for Study in the Challenge to Effect a Better Racial Balance in the San Francisco Public Schools, 1969-1970, available from the Human Relations Office for the District. This annual survey is an eyeball affair done by the teachers; if the teacher does not use Spanish in class, she probably will never hear her Spanish-speaking pupils use the language, even if she could identify it if they did use it. The result is a very coarse device which tends to overlook the important matter of what language a child speaks (even though the Latino category is called "Spanish-surname/Spanish-speaking").

In a sample of 175 Latino children in San Francisco schools (116 from the Project plus 59 in the District Spanish Bilingual program), seven, or 4%, had non-Spanish surnames. Only two of the seven are dominant English speakers; five of them were born in Latin American countries. This represents only one of the ways the Ethnic Survey may distort the number of Latino and/or Spanish-speaking children in the District. another would be c classifying a Spanish-surnamed, non-english-speaking child with apparently Latino features as a Latino, when in fact, he is a Filipino Tagalog-speaker as are roughly 4% of the children in San Francisco public elementary schools.

From data in the BIQ the parents of children in the Project were divided into these four classes: Spanish speaking/Spanish surname; Spanish speaking/ Non-Spanish surname; Non-Spanish speaking/Spanish surname; Non-Spanish speaking/non-Spanish

surname. The second and third of these "don't fit" in the usual Spanish-speaking/Spanish Surname categorization. Among Project parents, 4% of the fathers and 13% of the mothers (8.7% overall) are in these two misclassified categories. The higher percentage of misclassified mothers is almost certainly due to the fact that women change their surnames on marriage in the United States. The importance of the percentage of misclassified mothers for the Project is that the child's dominant language on entering school is more likely to be his mother's dominant language than his father's.

3. The Project Family

Of the 105 returned BIQ'S, 61% of the homes use at least some Spanish, 72% use at least some English. This reflects the larger percentage of dominant Spanish homes which are partially bilingual. The dominant home language balance was very nearly even: 48.5% dominant Spanish, 50.5% dominant English, and 1.0% dominant "other". Eight children, or 7.6%, have a positive parent language rating in languages other than Spanish and English.

For purposes of breaking down some of the information in the BIQ, three subfiles were formed on the basis of birth-place patterns. These were (1) child and both parents born in the United States; (2) child born in the United States, but at least one parent born outside the U.S.; (3) child born outside the United States, regardless

of where parents were born. Dominant home language was analysed in these subfiles, as shown in Table 4. As one progresses through the subfiles away from U.S. centered (the order given above), dominant home use of Spanish increases, and dominant home use of English decreases.

Parents were asked to rate their children's ability to speak each language. This procedure holds many pitfalls, since it is very difficult for a monolingual parent to rate a child's skill in a second language. One suggestion that the rating does have some validity is found in Table 5, where the parent ratings are broken down by the three subfiles. One would anticipate that as the subfiles move away from U.S. centered, the mean ratings in English would decrease while mean Spanish ratings increase. The situation is exactly analogous to the frequency count data on dominant home language in Table 4, and in fact exactly the same relationship holds. To further test the reliability/validity of the parent rating, it is being imbedded in a correlation matrix with a variety of other language variables.

In addition to languages actually used in the homes, data was collected on a variety of other home language variables which might be related to success in bilingual education. Project children listen to an average of 13.8 minutes/day of Spanish radio, and to an average of 53.4 minutes/day of

Table 4

Dominant Home Language as it Varies with Birthplace

Birthplace		Dominant Home Language: Spanish	English	Other	Total
Child and both parents U.S. born	N	2	40	----	42
	%	5%	95%		100%
Child born in U.S., parent born out of U.S.	N	23	10	1	34
	%	68%	29%	3%	100%
Child born out of U.S.	N	24	1	----	25
	%	96%	4%		100%
Totals	N	49	51	1	101

Table 5

Mean Parent Ratings of Child's Language*

Birthplace	Language in which Rated: English	Spanish	Other
Child and both parents born in U.S. (N = 43)	4.3	2.2	1.05
Child born in U.S Parent born outside U.S. (N = 36)	3.5	3.4	1.3
Child born outside U.S. (N = 26)	2.5	3.9	1.0

* A rating of 1 = does not speak it at all;

A rating of 5 = speaks it perfectly.

English radio. This probably reflects time the radio is on when the child is at home; it indicates exposure more than actual listening. Television viewing figures probably reflect attention rather than exposure. The average Project child watches 3 hours, 14 minutes of English Television daily, but only 6.3 minutes of Spanish Television. The latter is so low because San Francisco has very little Spanish television. San Francisco has fringe reception of a San Jose station which carries quite a lot of Spanish programming, but it is a UHF channel and local topography makes reception highly variable. One of the local CTV companies was supposed to have initiated all-Spanish programming in October, 1971, but I have not had verification of this; in any case it was not available last year, and the cable fee introduces a negative economic factor.

Spanish magazines are regularly received in 12.4% of the Project homes. Magazines in English are regularly received in 50.5% of the homes. Forty-five percent of the homes receive no magazines regularly. There are no books in Spanish reported in 63.8% of the homes, and no English books reported in 8.6% of the homes. The mean number of English books per home is 28.5, while the mean number of Spanish books is 2.4 per home. These percentages and means are broken down by dominant home language in Table 6. In Table 6 the number of "no responses" were combined with responses of "none", since the former are

Table 6

Availability of Magazines and English and Spanish Books in Homes where English or Spanish is the Dominant Language.

Dominant Home Language	Magazines (% "none" or no response)	English Books (% 0 or N R)	English Books Mean No. of Books	Spanish Books (% 0 or N R)	Spanish Books Mean No. of Books
Spanish N=49	51%	45%	4	77%	2
English N=51	39%	4%	57	84%	1

interpreted as "this item does not apply to me", i.e. "I don't have any books at all." This treatment probably slightly overestimates the number of homes with no books or which do not regularly receive any magazines, but this is counteracted by the consideration that those least likely to return a written questionnaire are also least likely to have books in their homes.

It is clear that all of the home language factors except dominant language, which was indirecly selected for 50-50 balance, tend to more or less strongly favor English language development. This is reflected in the fact that dominant Spanish speaking children knew more English at t the end of the year than dominant English speaking children knew Spanish. It has led to increasing emphasis on the use of Spanish in Project classrooms during the 1971-72 school year.

Efforts are currently in progress to develop a composite score for the above home language factors in an attempt to predict bilingual success and/or diagnose needed changes in the home language environment which would improve the chance of a child's success in a bilingual program.

Additional data from the BIQ indicate that in 59% of the Project homes both parents are living with the child. In 29% only the mother lives with the child, and the rest

indicate some other relative (aunt, grandmother, etc.) or "no response".

Using the two subscales from Halprin's S.E.S. rating, the Project heads of households have a mean education rating of 4.97 and a mean occupation rating of 5.53. These are ratings on a seven point scale, 1-7, with one high and seven low. An education rating of five is given for "partial high school: individuals who complete the tenth or eleventh grades, but do not complete high school." For those who were educated outside the United States, years of formal education were generally the basis for equivalence. An occupation rating of five is given for "skilled manual employees" and includes such things as barbers, butchers, electricians, painters and piano tuners. A rating of six corresponds to "machine operators and semi-skilled employees", such as checkers, foundry workers, hairdressers, clothing pressers and general truck drivers.

The question on family income was revised to meet serious objections raised by Miss Gimian when she analyzed data from a similar questionnaire in 1967. One result was that the rate of no response on this item decreased dramatically to only 10.5%, judged to be very good on such a sensitive item. Mean family income in the Project is $5,780 per year.

Three questions on family size show the mean number of

minors to be 3.7 per family, the mean number of adults to 2.1 and the total mean family size as 5.5. The discrepancy between the mean total and the sum of the two components is mostly due to a coding ceiling in which all families of nine or more were coded as nine for analysis. The combined data on income and family size yeild a per capita income of about $1,000 per year.

Broken down by the three subfiles, families in which the child and both parents were born in the United States have a mean family size of 5.0. Those in which at least one parent was born abroad have a mean family size of 6.0, and those in which the Project child was born outside the United States average 5.8 people. When income is similarly broken down, the three subgroups have family incomes of $5,600, $6,200, and $5,600 respectively. There seems to be no systematic pattern in either of these variables, except that on both the first group (both child and parents United States born) has the greatest dispersion and least clear-cut central tendency.

III. INSTRUCTION

1. During the preparation of this report we have been continually plagued by automated data analysis bugs. BIQ data analysis has been completed satisfactorily, but the test score analysis is still pending. All of the analyses of test results included here have been carried out by hand. When the full analysis has been satisfactorily carried out, a supplementary report will be filed. Most notably the machine analysis will include comparisons between Project and non-Project children, and analyses of all pre- and posttest and difference subscores.

   Language X class ANOVA's were carried out at each grade level on the total dominant language Inter-American Test of General Abilities pre-post diference scores. Since the first and second grades were together in nongraded classes, a separate one way ANOVA was done across classes combining the grades. The result was no significant difference between dominant language groups or classes at grades kindergarten and second grade. In the first grade there was no significant difference among classes, but the dominant English speakers gained significantly more in English ($\overline{D}$ = 11.25) than the dominant Spanish speaking children gained in Spanish ($\overline{D}$ = 6.80) ($\underline{F}$ = 5.01, $\underline{df}$ - 1,27, $\underline{p} < .05$. There was no significant difference across

Classes when the first and second graders were combined in the one way analysis.

The significant overall mean gain in kindergarten was $\bar{D} = 13.78$ ($t = 12.88$, $df = 52$, $p < .001$). The overall mean gain of $\bar{D} = 8.22$ in the second grade was significant ($t = 7.75$, $df = 33$, $p < .001$). In the first grade the smaller mean gain ($\bar{D} = 6.80$) of the dominant Spanish speakers was significant ($t = 4.53$, $df = 27$, $p < .001$). Since the dominant English speakers in the first grade gained significantly more than the dominant Spanish speakers, their gain of $\bar{D} = 11.25$ is necessarily significant.

From an analysis of the technical data published on the Inter-American Tests of General Ability, it appears that the normal gain for a 10-month school year is approximately 15 points. The pretest in our case was given during November, 1970, and the posttest was administered during May, 1971, which yeilds an inter-test period of about 6 months. From this information we migh expect a normal gain of roughly nine points between pre- and posttests. We see that this standard gain is substantially exceeded by the kindergarten children and the English dominant first graders, while the second graders gained only slightly less ($D = 8.22$). The only group to have gained substantially less than this norm was the Spanish dominant first graders ($\bar{D} = 6.80$). This last result may

be related to the dominant use of English (discussed elsewhere in this Report) in the surrounding culture, in the homes, and even in the Project classes, and is one of the factors which has led us to place increased emphasis on Spanish instruction in the Project this year.

2. Language Arts/Reading, K-2

2.1 Process. Dominant - language development has been carried out using the methods and materials designated in the Operating Proposal. Classroom observations, interviews with teachers and checks of materials use all indicate that the basic method for teaching reading has been phonetic. This approach has been extensively supplemented by attention to the many separate skills involved in successful reading experience, including full sensory - motor development, improved sensory discrimination and recognition and sensory - motor coordination. Many of Frostig's, Kephart's and some of Fernald's methods and exercises have been used.

These basic approaches have been widely supplemented by the use of experience charts, listening games, songs and stories, finger and puppet plays, the use of films, television, listening posts and other A-V media, and many other activities. These have been used both in the readiness program and in consolidating reading and oral language skills already aquired, such as improved comprehension.

2.2 Product. Examination and analysis of the vocabulary

subscores of the Inter-American Test of General Abilities showed significant gains in each subgroup of the Project. At the kindergarten level a two way, dominant language X class ANOVA showed that dominant Spanish speaking children gained more in Spanish vocabulary ($\overline{D}$= 3.93) than English-dominant children gained in English vocabulary ($\overline{D}$ = 1.50) ($\underline{F}$ = 11.92, $\underline{df}$ = 1,53, $\underline{p} < .005$). The smaller of these gains is significant ($\underline{t}$ = 4.29, $\underline{df}$ = 53, $\underline{p} < .001$). There was also a significant effect of class, such that the Marshall kindergarten, MO5, showed greater dominant language gains ($\overline{D}$ = 4.38) than the Marshall kindergarten, MO4 ($\overline{D}$ = 1.91) or the Buena Vista Kindergarten, BO1 ($\overline{D}$ = 2.00) ($\underline{F}$ = 4.73, $\underline{df}$ = 2,53, $\underline{p} < .025$). The smallest of these gains (MO4: $\overline{D}$ = 1.91) is nevertheless significant ($\underline{t}$ = 5.46, $\underline{df}$ = 53, $\underline{p} < .001$). The language X class interaction did not approach significance. The pooled standard deviation was $\hat{s}_D$ = 2.69

In the first and second grades a three way, grade X dominant language X class ANOVA failed to yeild a single F which approached significance; all probabilities were greater than .10. Therefore, the single overall mean gain in vocabulary subscore ($\overline{D}$ = 1.00, $\hat{s}_D$ = 3.47) properly stands for all these groups. This overall mean vocabulary gain is significant ($\underline{t}$ - 2.50, $\underline{df}$ = 60, $\underline{p} < .02$).

3. English for Dominant Spanish Speakers and Spanish for Dominant English Speakers, K-2.

3.1 Process. The primary process objective for second language instruction was clearly met: the audio-lingual method formed the basis for instruction. The teachers used the designated SL materials supplied by the Project - Teaching English Early, H200 from UCLA for ESL and the Michigan Oral Language Series for teaching SSL. The teachers also made excellent use of supplementary language experiences such as records and tapes, games, songs, poems, stories and dramatic play. Activity corners prepared for the children's voluntary use successfully encouraged children of the two dominant languages to interact together in activities, mutually providing peer models in each of the two languages. The teachers adequately met the objective of using 50% of the supplementary ESL and SSL activities in each classroom, specifically listening posts with records and tapes, films, film strips, puppet theater, language master, and walking trips on the basis of which experience stories are written by the class.

ESL and SSL experiences are both taught on a daily basis, although they may not be taught formally each day. One problem in the process of teaching second language was the early unwillingness of the teachers

to move through the materials in either SSL or ESL at a rapid enough rate. The problem seems to have been the teachers' attempt to overteach each lesson. They seemed determined that all of the children should have mastered all of the vocabulary and all of the structures in a given lesson before that lesson was left to proceed to the next. After this problem was recognized and brought to the attention of the staff, steps were taken to discover why the teachers were reluctant to move rapidly through the formal ESL and SSL materials, and to provide inservice training to correct the problem. At year end the difficulty had not been completely overcome, but progress was evident. Correction efforts continue in the second year.

3.2 Product. Observations in the classrooms and teachers' reports indicate that the retarded progress in the formal ESL lessons did not slow down the rate of acquisition of English among the Spanish speakers. this was almost certainly due to the very excellent informal ESL learning situation. The slowness of progression through the SSL lessons, however, does seem to have slowed down Spanish acquisition for the dominant English speakers.

Teachers rated the childrens' oral English skill in the fall and spring using a six-point rating scale

(Appendix I) on which six is high. Dominant English speakers in the Project were omitted, and the English ratings of dominant Spanish speakers in the Project and in District Bilingual classes were analysed. A 2X2X3 ANOVA compared the Project and non-Project groups, the fall vs. spring ratings, and the three grades. The means of the various subgroups are shown in Table 7; the pooled standard deviation was $\hat{S} = 1.24$.

The ANOVA showed that the Project children were generally rated higher in English than the District Bilingual Program children ($F = 5.39$, $df = 1,256$, $p < .025$), but this was true on both the pre- and postratings. The overall gain of 1.52 (from 2.43 to 3.95) was highly significant ($F = 100.84$, $df = 1,256$, $p < .001$). The Project increase of $\bar{D} = 1.54$ was slightly greater than the non-Project gain of $\bar{D} = 1.42$. The F-ratio across grades was also highly significant ($F = 14.65$, $df = 2,256$, $p < .001$). Multiple t - tests showed that there was a significant direct relationship between rating given and grade, ie. $K < 1 < 2$. These t - tests were as follows:

$$t_{1-k} = 3.29,\ df = 256,\ p < .002,$$
$$t_{2-1} = 2.29,\ df = 256,\ p < .05,$$
$$t_{2-k} = 5.20,\ df = 256,\ p < .001.$$

The teacher ratings of oral Spanish in dominant English speakers (made with a rating scale exactly analogous

Table 7

Teacher Rating of oral English among
Dominant Spanish Speakers

Grade

	K	1	2	Overall Group Means
Project Pre	1.78	3.05	3.33	2.56
Project Post	3.86	4.10	4.46	4.10
Project Gain	2.08	1.05	1.13	1.54
District Bilingual Pre-	2.12	2.24	2.75	2.30
District Bilingual post	3.32	4.08	4.00	3.72
District Bilingual Gain	1.20	1.84	1.25	1.42
Overall Grade Means	2.78	3.34	3.82	

to the scale for English shown in (Appendix I) is somewhat more problematic. Much of the first year evaluation design was naively based on what has since proved to be a false assumption, viz. that while dominant Spanish speakers might enter the Project partially bilingual, the native English speakers were virtually all monolingual on entry. Because of the high interest among basically English speaking Latino families in having their children learn Spanish, a substantial number of dominant English speaking children were, in fact, partially bilingual. The mistaken assumption, plus the absence of an oral Spanish version of the rating scale at the beginning of the year, led to the collection of only post-ratings for oral Spanish.

The intent was to use a presumptive pre-rating of 1.0 -- "speaks no Spanish." Under the circumstances such an analysis yeilds a somewhat inflated rating increase for SSL. The mean spring rating in Spanish for dominant English speakers was $\bar{X} = 2.51$ Subtracting the presumptive pre-rating of 1.0, that yeilds an inflated mean gain estimate of $\bar{D} = 1.51$, which may be very loosely compared to the mean ESL gain of $\bar{D} = 1.52$. Table 8 contains the mean ratings and shows the same direct relationship between rating and grade that occurred with the English rating. It should be made clear that both the rating scales and the design for their use have been revised to correct these deficiencies in the second year.

All the Project children were given the verbal half (the first two sub-tests: "vocabulary" and "number"(of the Inter-American

Table 8

Teacher's Rating of oral Spanish
among dominant English speakers

	Grade K	1	2	Total
N	37	20	20	77
Mean Rating (May, 1971)	2.27	2.45	3.00	2.51
Estimated Gain	1.27	1.45	2.00	1.51

Test of General Ability in their second language. They were tested in the second language only in the spring, were given the secondlanguage half-test after taking the full test in the dominant language, and were given the opposite form of the test in the two languages. Thus, if a child were pre-tested on form CE in his dominant language, he was posttested using form DE in his dominant language and form CE in his second language.

The purpose of the statistical analysis carried out on these scores was to compare the earned scores with chance scores, and to compare the second language scores of two pairs of student groups, English versus Spanish dominants within the Project, and Project versus District Bilingual Program Spanish dominants. Since the expected chance score differs between levels 1 and 2 of the tests used, the scores were analyzed separately for kindergarten and first grade on the one hand and second grade on the other.

The mean second language verbal subscores are shown in Table 9. Every mean in this table was subjected to a test of difference from the corresponding chance score sa null hypothesis. These resulted in values of student's t ranging upward from a low of 5.22, and associated probabilities in every case of $p < .001$. The children were not guessing.

The level 1 scores were subjected to a two-way grade X group ANOVA which showed that the first graders scored higher than the children in kindergarten ($F = 83.82$, $df = 1,145$, $p < .001$) and a significant difference across the three language/program groups

Table 9

Second Language Verbal Subcores
Posttest Only, May, 1971

Program		Title VII	Title VII	District Bilingual	Grade Totals	Chance Score
Child's Dominant Language		English	Spanish	Spanish		
Kindergarten (level 1)	N	37	39	15	91	9.29
	$\bar{X}$	13.57	18.95	19.27	16.81	
First Grade (level 1)	N	18	19	23	60	9.29
	$\bar{X}$	18.50	28.89	24.57	24.12	
Second Grade (level 2)	N	21	23	8	52	9.50
	$\bar{X}$	23.52	28.78	32.25	27.19	

Note: The overall standard deviation on level 1 was $\hat{S}$ = 4.96;
The overall standard deviation on level 2 was $\hat{S}$ = 6.57.

(F = 30.74, df = 2,145, $p < .001$). Since the interaction was also significant (F = 3.095, df = 2,145, $p < .05$), an analysis of simple effects was carried out separately for each grade level. There were simple effects of group in both kindergarten (F = 13.37, df = 2,145, $p < .001$) and first grade (F = 20.46, df = 2,145, $p < .001$).

Multiple t - tests were conducted at each grade level. In kindergarten these showed that within the Project dominant Spanish speakers scored higher in English than dominant English speakers scored in Spanish (t = 4.80, df = 145, $p < .001$), but that there was no difference between Project Spanish dominants and those in the District Bilingual Program ($t < 1$). In the first grade, Project Spanish dominants also scored higher than English dominants when tested in their second languages (t = 6.58, df = 145, $p < .001$), and in addition Project Spanish speakers scored higher in English than non-Project Spanish speakers (t = 2.80, df = 145, $p < .01$).

The one-way ANOVA carried out across groups on the second grade, level 2 scores showed significant difference among the groups (F = 6.325, df = 2,49, $p < .005$). When multiple t-tests were used to make paired comparisons, it was found that, as in kindergarten and first grade, Project Spanish dominants know more English than Project English dominants know Spanish (t = 2.66, df = 49, $p < .02$). In this case, however, the District Bilingual Spanish speakers scored higher in English than the dominant Spanish speakers in the Project (t = 2.05, df = 49, $p < .05$).

There was only one District Bilingual Program class which included

second graders (in a first and second non-graded format), so that there were very few such children available for comparison testing. During the course of the year, as new monolingual Spanish speakers were enrolled in that school, it was necessary for the second graders most competent in English to be placed in regular classes to make room in the Bilingual class for students with greater need. In order to have any pre-post continuity at all, it was necessary to call these students back for testing at year end. Thus, the very small group of District Bilingual second graders was in a sense selected for competence in English, as is reflected in the second language verbal scores reported above.

It appears that generally the dominant Spanish speaking children are ahead of the English dominant children in second language development. This is probably related to several different factors. Evaluation of dominant and second language processes indicated that English tended to become the dominant classroom language, both for peer use and with the teachers. The analysis of home language variables showed that a balance existed only on dominant home language. Five other variables heavily favored English development over Spanish development. Of course, the dominant language in the schools, on the playgrounds, and in the culture at large, is English.

Finally, the teachers themselves have had more experience in the aggragate in teaching ESL than in teaching SSL; the methods and materials are all better worked out for the former than for the latter.

In view of all this, three steps are recommended. First, parents should be encouraged to increase their children's exposure to Spanish at home. For the Spanish speaking parents, this means counteracting the old maxim that they should try to speak English with their children, no matter how poor the English language model they provide. For the non-Spanish speaking parents, it means exposing their children to Spanish radio and television, and when they are learning to read in Spanish, providing or encouraging the use of simple reading material in Spanish..The Project may be of substantial help on this last.

Second, teachers and paraprofessionals should be encouraged and helped to maintain parity of at least their own language use in the classroom. If there is to be an imbalance, let it be slightly in favor of Spanish to offset the imbalance in favor of English outside the classroom.

Finally, efforts in the Project to find, adapt, and/or develop additional materials in Spanish should be continued. This includes formal instructional materials, supplementary written materials for reading, story telling, etc., as well as audio resources (records, tapes, films) and language related games and activities.

Of all the second language scores discussed, only the teacher's ratings of oral English among Spanish dominant children is a true measure of gain. The other scores undoubtedly reflect, or include the influence of gain, but they are basically "state of the art" measures, indicating that at the end of the year, Spanish speakers knew more English than English speakers knew Spanish. In addition to gain, this difference includes initial differences as well. The reasons these cannot be separated at this time have already been discussed at some length.

4. Culture and Heritage

This is an area in which we have experienced difficulty in measuring product achievement. The objectives for culture and heritage are mostly accomplished through inclusion of information and activities in other subject matter areas--particularly social studies--or through outside of classroom activities for children and parents. Anecdotal reports are mostly very positive.

During the Project year, all staff members have endeavored to include materials and activities reflecting the heritage and culture of all of the ethnic groups that make up our student population. These include Mexican, Central American, Carribean, and other Latin American, European Spanish, Anglo, American Negro, and a scattering of other groups. Pressures have been brought to bear from some segments of the community and from within the educational establishment to emphasize one particular culture and heritage more than the others, but this tendency has been resisted. We have consistently maintained our insistence that this is a multi-cultural program.

Not only was culture and heritage an important emphasis in all subject areas, but a consistent effort has been made to bring members of the community into the classroom as resource people. We have attempted to provide positive models for the children of all

ethnic groups, particularly for models of intellectual and professional accomplishment for Latino girls because this group shows the highest dropout rate of any female group in the high schools of the district. Activities designed to involve parents in building the cultural pride and identity of their children are described in the section devoted to community involvement.

5. Science

Teacher reports and classroom observations by Project staff indicate satisfactory progress toward the science objectives during the year.

The approach employed in Science instruction in the Project is to help children experience real scientific work personally rather than merely reading about it. The basic materials and framework employed are Science A Process Approach developed by AAAS. These have been augmented by experiences suggested in Science Experiments that Really Work by Habben, and by simple, low cost kits developed by Project staff and students. We believe the use of the discovery method has provided children with not only important concepts, but also new skills for attacking problems. We have found the approach to be very effective in reaching and instructing culturally disadvantaged children. Because the child initiates the learning and because he is using real materials, he is able to grasp concepts and retain them.

One of the most beneficial side effects of the use of science corners has been that this experience gives the children highly motivating materials and situations to talk about. Various materials are laid out so that the child can do experiments inductively. As they become more engrossed and enthusiastic, they speak in each other's languages automatically as they

exchange materials such as corks, vinegar, baking soda. These materials are in the child's everyday world and life, and he soon associates their names in the new language with the substances and objects as his classmates talk about them. By "writing up" the experiments on experience charts, reading skills are also reinforced.

Several inservice workshops and classroom demonstrations were held to demonstrate the use of inquire-discovery method in the classroom. As one of our specialists worked with the children a video-tape was made. This was followed by episode-by-episode replays and discussion In a very effective inservice workshop teachers had a chance to perform many science experiments set up at a number of tables in the room, exploring the feelings of experimentation which a child might experience, and realizing the relationships between the activities and various learning processes. These were followed up with individual help to teachers in creating science corners in the classrooms.

Some of the inexpensive kits are being made available for children to take home, thus providing enrichment and extending science education into the home. this reinforces our program to involve parents more closely in the formal education of their children.

6. Mathematics

6.1 Process. The Michigan Model was most successfully employed in math. The basic instructional materials used for math in the three kindergartens was the BRL Sullivan Readiness book, with a great many supplementary materials and activities, especially a wide use of manipulatory materials for teaching number concepts. This combination of materials has proved satisfactory in the kindergartens.

In most ways the process objectives for math instruction have been met. However, in some classes the objective of semi-individualized instruction was not adequately met last year. In the spring we held inservice sessions for teachers to help them utilize these materials diagnostically and to work with groups and individual children. The effectiveness of this effort will be evaluated in the 1971-72 school year. At the primary level BRL, Greater Cleveland, and Addison-Wesley math materials were evaluated last year. In the classes using BRL math it has been less difficult to individualize since the BRL programmed math material is designed to allow each child to work at his own pace. The degree to which this is possible has been especially apparent in the two primary classes at Buena Vista where the BRL programmed math material

was used throughout the year. Its use has been very effective with children at a variety of levels of math skills and abilities. On the basis of this e experience, BRL has been adopted Project wide for the current year. This series will be supplemented by a wide variety of other materials and activities, particularly those which teach concepts and skills through manipulation. We made limited use of Cuisenaire rods last year, but have now aquired one classroom set of Cuisenaire rods for each of t the classrooms in the Project and included a work-shop on their use in the second year preservice.

6.2 Product. The children were given pre- and posttests in math acheivement in their dominant languages, and were given an additional posttest in the second language. These scores are among those which await satisfactory machine processing, and will be included in the addendum to this report.

7. Social Science

Verbal reports by teachers and classroom observations by Project staff members indicate that satisfactory progress was made toward most of the product objectives. Evaluation in this area has been difficult since teachers have not yet learned to effectively use the objectives checklists provided in each package, and no valid tests exist to measure the content of the program. The difficulty with the checklists is at least partly in the checklists themselves, in that t they are unweildy and time consumming to use. Some variations involving checklist sampling and other simplified techniques will be tried during the second year.

Instruction in social studies was in some ways lacking the first year, due largely to the teachers' unfamiliarity with the format and instructional processes of the social studies packages developed during the 1970 summer curriculum development workshop. While these packages include a variety of guidelines and specific materials which the teacher may use in applying the unit in her classroom, they require considerable ingenuity on the part of the teacher to make them specifically applicable to her own class. In addition there has been from the outset a relative lack of good visuals in sufficient quantity in most

of the packages. A variety of curriculum development activities were undertaken throughout last year to improve the packages. A parallel effort has been made to help teachers and aides through classroom demonstration and an inservice workshop. At the time of the workshop only about half of the teachers had completed even one of the packaged social studies units. The workshop itself was directed toward introducing constructive methods by which the kits could be expanded and applied in a particular classroom situation. At its conclusion the vast majority of the teachers expressed a very positive attitude towards using these same methods to expand packages for use in their own classes. A workshop on use of the packages was also included in the second year preservice.

While the formal use of the social studies kits has been rather slow this year, this is not to say that social studies concepts have not been taught. Many of the teachers have brought about a variety of classroom situations in which the children can develop positive and effective social interactions among themselves. Various magic circle type techniques have been used, for example the playhouse in kindergarten where children enact various family member roles. Girls, in particular, are being helped to see that their role in the family need not exclude them from academic achievement. In addition to these skills,

concepts and interpersonal relationships, a great many multicultural or intercultural experiences have been used to teach the children the value of cultural diversity.

IV. CURRICULUM DEVELOPMENT

1. Curriculum Framework Development

There have been two major directions in the curriculum development work within the project. The first has been concerned with development of a curriculum framework. This deals with curriculum at an abstract or theoretical level. It involves collecting and/or writing behavior objectives and, after specifying prerequisite objectives for each objective, combining them into a unified system or hierarchy of objectives. In this process inconsistencies among prerequisite sets must be worked out, e.g. the situation in which objective A is given as a prerequisite for objective B, while the latter is elsewhere listed as a prerequisite of the former, must be discovered, analysed, and a choice made regarding the two sequences. The hierarchy building system is a slow and difficult one, but once accomplished the hierarchy provides an efficient framework within which virtually any set of materials may be evaluated for the degree to which it contributes to the objectives in the hierarchy. Once various materials have been fitted to the framework, gaps in available materials become apparent, thus directing future material acquisition/writing efforts most efficiently.

Curriculum framework development went forward last year primarily in Social Studies. The behavior objectives

originally written as the basis for the social studies kits continue to be revised and improved. A hierarchy of social studies behavior objectives continues under development; it is expected to assist in simplifying the checklist evaluation procedure for social studies.

By adoption we have one complete objectives hierarchy, the hierarchy of process objectives included in the AAAS science materials, of which we have made use for materials development. In addition we have sequences (linear rather than hierarchical ordering) of quasi-objectives in the programmed English reading and programmed math materials we are using, as well as in the sequenced ESL and SSL materials. Efforts to use these systems of objectives in materials development and use will be given greater emphasis in the current year.

2. Curriculum Materials Development

The second major line of development in the area of curriculum has been the more traditional matter of providing specific, concrete material for direct and immediate classroom use. This kind of materials development may be undertaken with a view to covering some content area (a traditional approach), to achieving specified behavior objective or set of objectives, or to achieving an ordered set of behavior objectives as these might be isolated from a hierarchy. In the Project we have attempted to avoid the first of these approaches, preferring to design material

around specified sets of structured or unstructured objectives.

Curriculum material may be provided in several ways. Which will be undertaken depends on the suitability and/or availability of existing material. These ways fall roughly into three levels of work which occur in the order given:

1) Search for and gather existing material; review and evaluate this for level, suitability for a particular student population, and relevance to accepted Project behavior objectives; select material for Project use if appropriate material can be found. If not, move to level 2 or 3, depending on the adaptability of the material reviewed.
2) Take available material which is basically suitable and adapt it for use in the Project. One prominent variation of this is translation of material available only in English or only in Spanish.
3) Where no suitable material can be found, create, develop and write new material for Project use.

All of these levels have been used in providing adequate curriculum material for our bilingual classes.

2.1 Reading: Spanish

At the start of school in September, two problems arose in reading, particularly Spanish reading. One was an acute shortage of immediately available material

to teach Spanish reading, in terms of breadth (possibilities to choose from), sufficient quantity for classroom use in all Project classes, and quality of completeness of coverage. The second, which became apparent shortly after classes were constituted, was that many primary age children lacked important non-linguistic reading readiness skills in areas of auditory and visual discrimination, eye-hand coordination, etc. To meet these immediate needs the English Curriculum Writer adapted a series of non-linguistic readiness materials and exercises which could be used with either Spanish-or English-speakers. She also adapted various methods of teaching reading and writing without books. These adaptations were presented to the teachers at the inservice meetings of 28 October and 2 December (which are under Staff Development).

From the relatively narrow range of material available at the beginning of school, the Spanish Curriculum Writer, after review and evaluation, selected the following for Spanish reading:

a. The Laidlaw readiness workbooks;
b. La Victoria for introduction of sound-symbol relations and syllabic patterns;
c. The Laidlaw series of readers.

This left serious gaps, both in readiness (filled by the adaptations in #1 above) and between La Victoria

and the first Laidlaw reader (the Preprimer). this leap was simply too great, partly because Laidlaw is that absurdity, a "look-say" reader in Spanish, a Latin Dick and Jane. To fill this latter gap, the Spanish Curriculum Writer prepared a series of pupil worksheets, compiled into four workbooks, providing exercises to accompany La Victoria and to lead into the first reader of Laidlaw. These workbooks had the following number of pages: 16 + 19 + 30 + 15 = 80 pages total.

For long term solution of the problem of material in Spanish reading, our Spanish Curriculum Writer has systematically reviewed literally hundreds of books, from both U.S. and foreign sources. During December and January we arranged for a distributor's display of Spanish language educational books and materials to be set up in the Project Resource Center. this display contained will over 1000 items (books, charts, and records) from Latin American, Spanish, and U.S. publishers. It also included textbook series in use in Mexico and elsewhere. All of these that were at approximately primary level were given a cursory review; then 130 books and 19 records were evaluated in some detail.

The net result was fairly extensive list of titles approprpriate for enrichment of general Spanish language

arts development, but still not a single series of Spanish readers that met the needs of the Project children better than the rather inadequate material we already had. One item was found which provides a close-fitting supplement to La Victoria. This is a large (17 1/2" x 25") color illustrated chart-book introducing the Spanish syllable patterns: Láminas Murales de Alfabetización, published by Aurora in Spain. This single item saved a great deal of work, since several teachers had begun to make their own charts to accompany La Victoria.

During the summer, 1971, a Spanish reading workshop was held by the Project to coordinate, adapt and develop materials for an integrated curriculum of Spanish reading language arts. This program is designed to maximize transfer between English and Spanish reading and is currently being put into effect.

2.2 Reading: English

In English reading material, we somewhat uncertainly left a degree of choice to the teachers. They might adopt from three alternatives, as fit the availability of material in their schools and their own experience and inclination. These were:

a. McGraw-Hill Sullivan Programmed Readers

b. Behavioral Research Laboratories Sullivan

Programmed Readers.

c. Miami Linguistic Readers.

At the pre-reading level, the BRL readiness books (the 6 "big books") have been found quite satisfactory and were used in all three kindergartens. At the primary level, however, BRL moves more slowly than McGraw-Hill--so slowly in fact that it bores the average beginning reader. After consulting a District reading specialist, it was concluded that the BRL readers would be appropriate for remedial work in the intermediate grades or in junior high school, where the student may be expected to have more explicit extrinsic motivation to persevere with the BRL repetitiveness. At the beginning level the boredom resulting from this same repetitiveness becomes a block. As the final touch, the McGraw-Hill Sullivan readers are in color, while the BRL readers are not; if color can make beginning reading just a bit more interesting, so much the better. As a result the one primary class using BRL at the start of the year switched to McGraw-Hill after Christmas vacation. this change could be made with a minimum of disruption for the students since the two series parallel each other quite closely in all but rate of progression.

Two teachers chose to use the Miami Linguistic Series to teach English Reading. One advantage of this

material is that it can be used with both dominant English speakers and initially dominant Spanish speakers, since the structure and phonetics of English, as well as the vocabulary, are sequenced parallel to the structure and phonetic sequence in a systematic ESL program such as the H-200 series. One disadvantage is that the English dominant children, who do not need this severe sequencing, may be held back somewhat by it. A second is that the range of skills present in an ungraded 1 and 2 class made the logistics of using what amounts to a basal reader almost impossible. The result was that one haggard and desperate teacher came to us eager to try a programmed series, which would allow students to work at different rates and levels without requiring that she prepare three to four reading lessons every day (not counting Spanish Reading!) With the English Curriculum Writer to help with diagnostic testing to place students in the programmed series initially, this switch worked out quite well. The other teacher used the Miami Linguistic Series all year.

The McGraw-Hill Programmed Readers offer one additional advantage. Like the Miami Readers, the introduction of phonetics and structural patterns is gradual. While it is not specifically designed to teach English reading to ESL students, it is admirably suited to that

end. Thus its adoption makes it possible for both English- and Spanish-speaking children to work in the same series of readers. This is a desirable move away from segregation and special treatment, so long as each child's needs are adequately met by it, as seems likely within its provision for individual rates of progress and for branching.

2.3 Social Studies

The number and quality of packages produced demonstrate the success of the 1970 Summer Curriculum Development Workshop. Each package contains a) student behavioral objectives; b) teacher guidelines; c) diagnostic materials; d) instructional materials and activities; e) evaluative materials and activities; f) cultural component; and g) audio-visual material.

The main goals in developing the social science units were to emphasize the value of the cultural traditions and attitudes of the Spanish-speaking residents of San Francisco and to help each child attain a sense of personal worth and of equal membership in the community at large. Some of the concepts stressed are the similarities and differences among people coming from different cultures. These concepts are developed particularly in the areas of housing, food, family structure, and roles and expectations of members within and outside of the family. The writers have emphasized

a greater use of community resources and have tried to create opportunities for a fuller participation of parents in the education of their children.

The elementary social science writers developed curriculum for two complete units (24 packages) for kindergarten through third grade to be used in the SFUSD Spanish Bilingual Education Program and the Title VII Spanish Bilingual Project. The first unit was based on the Jean Ramirez material titled "Shelters", unpublished. The 14 packages produced in this unit are as follows:

1. Functions of Shelters
2. People and Animal Shelters
3. Buildings in the Neighborhood
4. Making Shelters
5. Functions of shelters Used by People
6. Areas and Activities within Shelters
7. Why We Choose the Shelters We Choose
8. Things Needed to Build Shelters
9. Shelter Interiors and Exteriors
10. Kinds of Building Materials and Their Sources
11. Workers Who build Shelters
12. Acquiring a Home (Shelter) for the Family
13. Methods of Exchange
14. Responsibilities of Upkeep of Our Home

For the second unit Hilda Taba's Social Studies Curriculum, "The Family", published by Addison-Wesley Publishing Company, was used as a guideline. The 10 packages produced for this unit are:

A. Child's Feelings about Roles Assigned to Family Members
B. People Have Different Feelings about the Tasks Assigned to Them
C. Family Composition
D. What Is a Family?
E. Different Families Make Different Rules
F. Importance of Traditions in Families and Cultures
G. Roles in the Family
H. Work in the Home
I. Mexican Farmer
J. Life in a Fishing-Farming Village

While these packages were "completed" during the Summer Workshop, development of social studies curriculum continues. When the packages were placed in the classes, a number of problems in their use became apparent (these are partly described in the section on Staff Development, Inservice, 10 March). One of the problems of which we have been aware since the boxes were completed is a relative shortage of good visuals, especially in some of them. To help meet this need, one of the original writers was

retained on a consultant basis to revise and refine the packages where needed. In addition the teachers who use the boxes, of course, add material of their own so that the packages continue to increase in practical usefulness.

2.4 Science

The major developmental activity undertaken in science was the systematic fitting of the delightful experiments in Habben's book, Science Experiments that Really Work, to the process objectives in the AAAS hierarchy (see Staff Development, Inservice, 27 January). Besides meeting the teachers' complaints that the acutal AAAS lessons designed to meet each objective were terribly dry, this fitting process also showed the teachers how they might fit alternative lessons into the hierarchy themselves to take advantage of the content of experiences or events (e.g. a field trip) which are especially relevant for their classes. In short it demonstrates the flexibility possible within the AAAS hierarchy.

2.5 Supplementary and Home-School Material

It was pointed out above that the Spanish Curriculum Writer made a detailed review of about 130 titles from the distributor's display in the Resource Center, and that many of these, while not appropriate for a basic reading series, have been ordered as classroom enrichment material. In the course of reviewing material

from which she selected the Spanish reading material we are using, she selected approximately 50 additional titles as appropriate supplemental works.

One reason we emphasized supplementary books in Spanish last year, and hope to continue to do so this year, is the relative paucity of reading material in the homes of many Iberoamerican families in San Francisco. The survey of students in the SFUSD Spanish Bilingual Education Program in November, 1969, compiled by J. Gimian, showed that in 43% of the Spanish-speaking students' homes no magazines (neither Spanish nor English) were received on a regular basis. The figures for the two public schools in the Project this year were even worse. At Buena Vista 48%, and at Marshall 56%, of the Spanish-speaking students come from homes which receive no magazines on a regular basis. The Background Information Questionnaire, sent out in spring, 1971, to all Project families, included items on English and Spanish books in the home as well as magazines. The results shown in Table 6 confirm the previous findings. The mean number of English books in Spanish dominant homes was four, while the mean number of Spanish books in the same homes was only two.

One principal way a child is motivated to learn to read is through the warm experience of being read to. A second motivation comes from a sense of the importance of reading developed through seeing his

parents reading. We are now indirectly encouraging reading by the parents by providing information on the availability of Spanish-language books in the public libraries and through the public library bookmobile in the Mission district, and by encouraging Project parents to read to their children through rotating classroom libraries of bilingual books for both supplemental classroom use and for home circulation. Different classroom library sets will rotate between the classes about three or four times each year, thus increasing the variety of books available to each classroom at a reasonable cost. Within each classroom children are able to borrow these books to take home.

Other materials parents may use to improve the home learning environment are being sought of developed. We have obtained commercially produced ditto masters for language activities to be done by the parent and child together at home. We are translating the science experiments from Habben's book and adapting them for home use. Finally, we are packaging a Project prepared translation of the Inventory of Developmental Tasks (IDT). This is a simple skills measurement instrument designed for use by parents. It was originally developed in Santa Clara County, California. Through a wide range of sensory-motor development tasks, the IDT helps assess a child's performance

level on several dimensions. The tasks themselves provide learning experiences and a stimulating interaction situation with the parent. At the same time they stimulate the parent's interest in specific aspects of his child's development he may not have noticed before and the awareness that all of these are important for academic success. The IDT is most appropriate for kindergarten age children. to maximize the utility of all these home-reinforcement materials, we are now preparing a series of parent workshops on home education.

One additional kind of supplementary classroom material has been produced for the Project. In December the two resource teachers held an inservice workshop of the teachers in the District Bilingual Education Program to demonstrate and collect teacher-made materials and activities. These cover virtually all elementary content areas and have been put together in a handbook for all the Spanish bilingual teachers, both District and title VII. this handbook now forms the nucleus and impetus for systematically collecting and editing all teacher-made bilingual meterials, including those by Title VII Project teachers. The effort has been quite successful, and the expanding handbook is a valuable resource.

A similar workshop of the Title VII teachers was held in January to collect both English-Anglo and

Spanish-Latino songs and games. These come from the remarkably rich and varied backgrounds of our Project teachers. The song demonstrations were recorded at t the workshop, and have subsequently been edited and taped for classroom use. Again, this was a valuable and successful undertaking, and has generated considerable enthusiasm among the teachers.

V. STAFF DEVELOPMENT

1. Preservice

A three-day pre-service orientation meeting was held for all Project staff on September 2, 3, and 4, 1970. The purposes of these sessions were to (1) let the central and field staff meet and get acquainted; (2) familiarize the teachers and paraprofessionals with the Project, its components, goals, and projected operations; (3) get feedback from the field staff on the practicality and/or acceptability of certain alternative procedures, especially with respect to models of language use in the classroom: (4) to answer questions and correct misconceptions about the Project. A copy of the agenda is attached in Appendix II. The only major deviation from this agenda was that the discussions fo classroom language models continued Friday morning, and the presentation on evaluation was shortened and included on Friday afternoon. Questions were encouraged and answers attempted throughout the three days.

1.1 Evaluation

Formal evaluation of the presevice was largely aimed at process: what was happening during the workshop, how valuable was it from the point of view of the teachers, and how well was it presented. this consisted of three records: 1) attendance lists; 2) evaluator's record of

his own observations during the sessions and of comments made by participants; and 3) open ended evaluation forms filled out by participants at the end of each session. The information collected in these ways each day was briefly summarized at the start of the session the following morning and is presented in the Program section below.

In the participants' over-all rating of the value of the sessions, 78% rated them as having positive value. The remainder did not respond to this item at all, which can be interpreted as a neutral, an unvoiced negative evaluation, or as lack of motivation to respond to such questions. The proportion of positive and no-response evaluation was roughly constant throughout the three days.

1.2 Attendance

A total of 25 persons participated in one or more of the six half-day sessions. Of 25 persons on the staff at that time, including part-time people and two consultants, 17 or 68% participated in at least one session. Figuring each session as a separate possible attendance, there were 46 of 75 possible attendances, for an overall attendance record of 61%. One of the reasons for low attendance was short notice; many staff members were on vacation.

Eight of ten central staff members (including two consultants as well as part time people) were present for at least

one session. The six major central staff members all attended at least one day and had an overall attendance record of 83%.

Nine teachers had been hired for the Project at the time of preservice; five of these attended the sessions. The remaining four attended two days of similar orientation held October 9 and 10 for SFUSD bilingual program teachers. The tenth teacher did not join the staff until after the October meeting. Among the paraprofessionals six had been hired at the time of the meeting; four attended, three (including two home-school aides) were hired later.

During the three days of meetings, eight other persons participated at one time or another. Three additional SFUSD staff people not in the Project, included Mr. Frank Montoro, Mission District Elementary Supervisor. The three Project principals were invited but did not participate, except for a momentary appearance by Mr. Robert Jimenez, principal of Buena Vista School, where the meetings were held. Two members of the Community Advisory Committee (Anthony Salamanca and Manuel Larez), the president of the Mexican-American Political Association, (John Ramirez), one parent and one guest also participated.

1.3 Program

The program followed for the preservice workshop is attached. The first session, Wednesday morning, was

devoted to exploring the organization of the Project, staff roles, and the ways these contribute to the goals and objectives in each of the four major Project components: instruction, staff development, curriculum development, and parent/community involvement. The major comments following this session included emphasis of the teacher-paraprofessional team; making the Project plan available to all Project participants including parents, perhaps in a simplified or abstract form; and the role of parents and community. This last element generated a great deal of enthusiasm and discussion of both staff involvement in community activities and use of parent/community resource persons in the classroom.

The second major topic was a review of curriculum materials to be used in the Project and of the process of curriculum development. The latter included a discussion of behavioral objectives, structuring these into hierarchies (why and how), and the use of these in selecting, developing and using materials as well as for diagnosing and evaluating pupil skills and progress. The review of material was by both participant comments and subsequent retrospect, entirely too superficial. One result has been the planning and execution of a series of inservice meetings directed at the practical, day-to-day use of new materials in the several curriculum areas. Another is agreement on the need for an expanded, more intensive preservice workshop at the end of the summer, 1971.

The program Thursday afternoon, and extending through Friday morning, dealt principally with the organizational and class management aspects of teaching children beginning with virtually non-overlapping language backgrounds, using both languages as languages of instruction for all the children, and providing explicit second-language instruction for both language groups. This area was a source of considerable anxiety and misunderstanding for the teachers, and it was therefore expanded beyond the time originally allotted. Six classroom language use models were presented for discussion and evaluation. These were:

1. Alternate days for each language.
2. Alternate part days (e.g. mornings in English and afternoons in Spanish).
3. Language specific teachers (e.g. the teacher could always use English and the aide always use Spanish).
4. Language specific subjects (e.g. math and science would always be taught in English while social studies, physical education and music would always be in Spanish).
5. Immediate translation.
6. Formal concept or skill introduction in one language, with enrichment and/or application in the other (what we have termed the "Michigan Model").

These are obviously neither mutually exclusive nor exhaustive. One of the major concerns raised in discussion was how to separate the languages in ways that would minimize confusion and interference between languages.

After considerable discussion on the pros and cons of the six models, we asked each participant to rate the desirability of each on six dimensions or areas of impact:

1. Children's language development.
2. Children's mastery of subject matter.
3. Children's self-image and happiness.
4. Potential parental support of opposition (in the light of educational priorities held by both Spanish- and English-speaking parents).
5. Teachers' willingness to use it.
6. Teachers' ability to use it.

Ratings were made and analyzed separately for kindergarten and primary classes. Two of the models, language specific teachers and the Michigan Model, received no negative rating totals from any rater and the highest composite ratings. After these ratings were made, however, one overriding objection was made to language specific teachers, at least at the primary level where only one teacher and one aide will work in each classroom. Because of the limited bilingual skills of some of the paraprofessionals, it would be necessary for the aide to be the Spanish-speaking teacher all year. This in turn could lead to a charge of discrimination: the English-speaking children get most of their instructiom from the "real" teacher, while the Spanish-speaking children are taught mainly by the aide, at least until they master English. Thus it was decided to try the Michigan Model, introducing concepts

and skills in English and reinforcing, applying, and enriching them in Spanish in math and science, and the reverse in social studies. Finally, it was suggested that late in the year occasional all-English and all-Spanish days might be tried.

As with the sessions on material, it was evident that the teachers would have liked more explicit, practical information and methods for dealing with classroom language use management. Again this points to the need for more extended preservice sessions in the future, especially for new teachers in the Project.

The presentation on evaluation was necessarily cursory and orientational, rather than being deep or concrete enough to develop genuine appreciation and support for evaluation functions. This was compounded by the fact that the evaluator had only been with the Project two weeks, and a fall evaluation design had not yet been developed. The need for a greater lead time before the preservice workshop and for more thorough development of the topic during preservice is indicated.

Two of the problems with the preservice this year were lack of sufficient advance notice and preparation time, and lack of sufficient time during the workshop itself. A more extended time was needed to develop effective intrastaff communications. A detailed study of curriculum

materials to be used would have been useful, with demonstration lessons and micro teaching experiences. Concrete method-and-materials information need to be stressed, and participating teachers and teaching aides whould have opportunities to prepare supplementary materials they can later use in their classes.

2. Inservice

On the basis of the Project Operating Proposal, as revised, as well as the teachers' and aides' needs expressed during Preservice and/ or after classes had begun, and observed deficiencies, a series of inservice workshops were planned and carried out. The long-term plan for content was initially left largely open to accommodate specific needs as they arose.

2.1 Bilingual Inservice Workshops

2.1.1 9-10 Oct. District Bilingual Education Program "Preservice" workshop (full days). This was a series of orientation sessions for District Bilingual teachers generally similar to the Title VII preservice workshop. It included introduction to new materials (especially the social studies packages developed with Title VII during summer, 1970), an overview of Title VII, evaluation models and procedure, and specific methods for ESL. All Title VII Project field staff who did not participate in the original Project preservice program participated in this workshop.

2.1.2 14-15 Oct. General issues sessions (after school). These meetings were held at the request of the teachers and aides to clarify a wide range of questions on lines of communication and authority (roles of school site administration vs. Project administrators), procedures, materials, schedules, classroom organization, the language models, the team relationship and roles of teachers and paraprofessionals, etc. It was felt that these sessions went a long way toward clearing the air, clarifying misunderstandings, and establishing better working relationships all around. At the time it was seen as a one-time event, and it was felt that it successfully solved an immediate problem. No other full-staff meeting of this kind was held until the central staff called one on 11 March; at that time the value of such meetings appeared so great that two specific plans for the future have been laid: 1) to incorporate such a session at the beginning of the preservice in August, 1971, will serve to clarify many operational issues at the outset, clear the air, improve communications, and generally increase awareness of the overall Project in the context of long-term goals and direction; 2) to schedule such meetings at regular bimonthly intervals next year. The need for and value of such informal or semi-formal meetings stem from the geographic disparity of the schools and the different educational problems they present.

2.1.3 28 Oct. Reading workshop (after school). Recognition of the inadequacy of the available Spanish reading material led to this meeting. The Spanish curriculum writer, with the help of the English curriculum writer, prepared a series of individual pupil worksheets to fill this need. The workshop dealt with methods of teaching Spanish reading to native Spanish-speakers, effective use of the commercially available Spanish reading worksheets. Attention was also given to supplementary techniques for teaching reading that do not require books at all, e.g. child experience charts and individual files of child-selected words. The Spanish curriculum writer followed up the meeting with individual classroom visits.

2.1.4 2 Dec. Reading workshop (after school). This session was designed to further develop the uses of experience charts related to many curriculum areas, e.g. science, social studies, etc. It spelled out the non-linguistic aspects of reading readiness, ways these could be assessed and needed skills developed through use of materials and exercises developed by Frostig, Fernald, and Kephart, and others. All of the content of this workshop was equally applicable to Spanish or English reading.

2.1.5 13 Jan. Songs, rhymes, and games (after school). Items from the rich and varied backgrounds of Project teachers,

aides and central staff were demonstrated, mutually taught, and taped during the workshop. The tapes were subsequently edited and copied for individual classroom use.

2.1.6 27 Jan. Science corners (after school). The English curriculum writer prepared this workshop with the media specialist to assist the teachers in the use of AAAS materials and other inquiry methods of teaching science. the point was pressed that the most important aspect of the AAAs material is the highly integrated hierarchy of process (skill) objectives. Any other science content might be used to develop the same skills and further motivate the children. In particular, some of the simple experiments in Science Experiments That Really Work, by Dorothy Habben, were demonstrated and keyed to the process skills in the AAAS hierarchy. There were four main elements in this workshop presentation: 1) Four "Science Corners" were set up so that the teachers and aides immediately proceeded to do the experiments and observe the results. 2) A demonstration lesson had been prepared through intensive work with one teacher and this had been video taped; this VTR was next played for the teachers and aides. 3) The relationship between the AAAS process hierarchy and the specific content of Habben's book was described. 4) There was opportunity for general discussion and questions. The

response of participants to these methods of presentation and to the workshop as a whole was overwhelmingly positive.

2.1.7 10 Mar. Social studies packages (after school). Again, this meeting was held to further help the teachers with the use of the Project-developed packages in the classroom. The social studies consultant worked with the media specialist and one of the teachers to develop the presentation. There were five elements in this workshop: 1) The teacher presented the way she had developed and applied one of the kits in her class. 2) A VTR made in her class during the actual class presentation of the kit was shown. 3) The consultant explained the teacher guides in each kit. 4) There was general discussion of the kits and their use. 5) the participants explored the contents of several of the kits. The greatest positive response to the workshop was to the teacher's presentation and the video taped demonstration lesson. Ninety one percent of the teachers left the workshop with the desire to use the methods demonstrated to extend and enrich the packages for use in their own classes. All the teachers liked the idea of the social studies units boxed together with a variety of material to be used in teaching it, and expressed the desire to have a list of additional materials they might supply themselves included in each kit. It was pointed out

that such a list would largely develop out of their collected experience and ingenuity in using the kits.

2.1.8 5-7 May. Intensive bilingual language arts workshop. This program combined intensive in-class work by the two resource teachers, the learning specialist, the Spanish curriculum writer and one outside consultant with after-school meetings. The consultant shared her many years of successful experience in a private bilingual school, and the whole workshop generated a great deal of enthusiasm and interest. Evaluation forms turned in afterward indicated an almost universal positive response to the format and value of this workshop.

2.1.9 19 May. Integration. This meeting was held with chairman of the Subcommittee on ESL/Bilingual Education, Citizens Advisory Committe on Desegregation/Integration for SFUSD. It was primarily to inform the teaching staff of both the Project and the District Bilingual Program of the provisions being developed for ESL and bilingual students within the context of court ordered integration. In addition, many of the concerns of our teachers were expressed and, hopefully, answered at this time, usually by pointing out that the Bilingual ESL Subcommittee of the Community Advisory Committee on Desegregation/Integration had the same concerns and explaining what steps were being taken to meet them. The session proved a timely step in clearing the air

and reducing anxiety over the future of the children we serve.

2.1.10 2 June. Paraprofessionals. This session was arranged to discuss the role of paraprofessionals in the District generally in comparison to the special role of bilingual paraprofessionals. Attention was given to some of the aide's complaints over working conditions, e.g. the difficulty of getting fringe benefits due to civil service regulations regarding hours of service to qualify, and steps being taken by the staff to rectify these.

The arrangements which had been made with City College of San Francisco for paraprofessional inservice course for college credit during the 1971-72 school year were explained. Finally, the criteria to be used for pairing the teacher-paraprofessional teams in the fall were discussed. Emphasis was placed on insuring language balance in the team; if a teacher is a dominant English speaker, her aide should be a dominant Spanish speaker and vice versa.

2.2 Other Inservice Workshops

Project teachers have been encouraged to participate in various inservice programs, courses, and workshops offered by the district. These included the Instructional Planning Day held city wide on 21 October, for which

several staff members made presentations. The District has periodically held workshops with consultants from educational materials publishers, e.g. McGraw-Hill on their programmed reading material, and Behavioral Research Laboratories on the BRL Sullivan programmed math material.

2.2.1 Central Staff and Resource Teaching

The Project central staff (Project Director, Project Manager, two Curriculum Writers, two Resource Teachers, and Project Evaluator) has carried on another kind of staff development through classroom visits. Demonstrations and suggestions are presented to the teachers in the classrooms. Central staff community/school visitation logs show that for October through January, each central office Title VII staff member was in the schools an average of 15.6 times per month. The two resource teachers averaged 22.5 school visits per month apiece. School visits often involve seeing more than one teacher or class and may include meeting with non-bilingual school site staff as well.

2.2.2 Teacher Exchange

A special program of interclass visits for all the kindergarten teachers, both in the Title VII project and in the District Bilingual Program was set up and carried out.

Every bilingual kindergarten teacher visited every other bilingual kindergarten. Debriefing meetings of all the bilingual kindergarten teachers were held to exchange notes and suggestions. the purpose of this program was to add breadth to the individual teachers' views of what can be done with bilingual kindergarten children, and how it can be achieved. Both the objectives and the curriculum material at the kindergarten level allow more flexibility of method and style presentation than they do in the primary grades. The program was sufficiently effective for the teachers to request that some of the 1971-72 inservice meetings be set up as grade level meetings to encourage and continue this type of exchange.

2.2.3 Paraprofessionals

Two special programs for paraprofessional inservice were held. The first of these was operated by the District in a series of six weekly meetings held in December and January. the paraprofessionals were given release time with pay to attend these meetings after school. Topics included:

1. Classroom management
2. Human relations
3. First aid and safety
4. A-V training
5. Review of the SFUSD paraprofessional handbook and career advancement.
6. Behavior objectives and maintaining discipline.

Some of the paraprofessionals did not attend, perhaps because they misunderstood that these meetings were intended for them as well as for non-bilingual classroom aides. Also, some Project aides are experienced classroom teachers from Latin America and regard such training as unnecessary in light of their backgrounds. Instead want more curriculum oriented topics. In a survey taken in December, 1970, the paraprofessionals indicated that they wanted training in United States methods for teaching second language and reading, and how to make necessary instructional materials.

The other inservice program specifically for paraprofessionals was developed and presented by the Project media specialist. The workshop covered A-V equipment and its use, specifically such special equipment as Language Masters and tape recorders. As in the case of the District paraprofessional inservice, attendance was poor. On the basis of paraprofessional input, we are now raising the level of inservice training for the aides by implementing a college accredited program for paraprofessionals in the current year.

2.2.4 Staff Development for Central Staff

The Project central staff members have participated in a wide variety of activities to upgrade their own skills. These range from arranging tutoring to increase Spanish fluency to attending professional conferences (e.g. TESOL)

from formal university course work to extensive reading, from visits to other bilingual projects to participation in community organizations. An exhaustive list of self-development activities undertaken by the central staff is impossible to construct, let alone evaluate, but there can be no doubt that all seven of them are oriented toward increasing their own skills and effectiveness.

2.3 Overall evaluation of inservice training

The quality of inservice presentations by the Project staff increased markedly during the year. Two major factors in this improvement were the active involvement of the participants during the workshops and the effective use of VTR demonstrations. (Incidentally, the latter created some additional spinoff in their potential use for parent/community orientation and dessemination. They were used in one classroom parents meeting but technical problems prevented their use for the Community Open House - see Parent/Community Involvement.)

Inservice meetings for returning staff should include more informal sessions aimed at opening more intra-staff communication and understanding, as well as enrichment programs designed to increase cultural awareness, e.g. through inviting a teacher or supervisor from a Latin Country to meet with us, or through a teacher exchange

with a Latin American school. Formal inservice for new teachers can be carried out on a more indivualized basis through help in the classroom or in small meetings, as needed. The inservice program and schedule should continue to be flexible enough to meet needs as they arise.

VI. PARENT/COMMUNITY INVOLVEMENT

1. Parent Orientation

The primary goal of parent involvement in the Project is the establishment of a relationship such that the child's home environment and school experiences complement and reinforce each other in promoting the healthy growth of the child. The first step in that direction is communication. While there was fairly broad based involvement of community leaders in preparing the initial proposals for the Project, parental unput was necessarily minimal since the children who would participate had not yet been selected or, in the case of kindergarten, were not in school at all. Thus the desired communication began from Project to parents at the time of enrollment.

Because we required parental permission for every student to participate, some minimal explanation of the nature and goals of the Project was necessary at the outset. Staff members were stationed at Buena Vista and Marshall schools during the registration period before school opened in September to ask each parent if he were interested in having his child in the Project. In addition, the Project teachers and paraprofessionals contacted parents of prospective students during the "10-day count. One meeting was held for parents at each school separately between November and January. By having each central

staff member present part of the program, the parents achieved a better understanding of the various aspects of the Project and learned who each staff member was and how he contributed to the improvement of their children's education. Brevity of each presentation contributed to a fast moving program, especially important when everything is presented in both Spanish and English and only half the audience can understand you at any given time. The only exception to bilingual presentation was the school principal's welcome at two of the schools, where it was translated by the Project Manager; the principal at Buena Vista is bilingual. Also contributing to the interest of the program were the use of curriculum material samples and visual aids where appropriate. Starting and ending the meetings within five minutes of the schedule was given special attention to counteract the "mañana" stereotype.

Besides informal discussion with the parents attending, the groundwork for parent input for the Project was laid through the organization of Community Advisory Sub-Committee. This is an entirely volunteer body of parents at each school who (1) meet periodically with members of the Project staff to discuss the operation and results of the bilingual classes in their school, (2) help the Home-School aides in planning and carrying out programs with the rest of the parents, and (3) send two of their members, one Spanish-speaking and one English-speaking,

as official parent representatives on the full Community Advisory Committee for Spanish Bilingual Education in San Francisco.

Comments from parents and visiting school district staff indicated that these orientation meetings were highly successful. One concrete indication of success was the very satisfying parent attendance, as shown in Table 11. Note especially that the overall percentage of Project children represented by at least one parent or other adult was 44%, as compared to our objective of 40%. These attendance figures compare with about 12 to 14 parents who came to the first PTA meeting at one Project school, and the Block Club (in lieu of a PTA) meeting at another that no one came to.

Besides high parent interest in the program three specific procedures can be isolated which contributed to the high turnout. 1) A series of three letters were sent home with the children in advance. The first announced the coming meeting describing its purpose, location, date and time about one and a half weeks in advance. The next contained a tear-off return portion with which to indicate whether they planned to attend. During the last two days before the meeting, those who had not returned this slip were contacted in person or by phone by the teacher, classroom aide, or home-school aide urging them to attend. Finally, the day of the meeting a reminder note was sent

Table 11

ATTENDANCE SUMMARY FOR PARENT ORIENTATION MEETINGS:
ONE MEETING AT EACH OF THREE TITLE VII SCHOOLS

SCHOOL (DATE)	TOTAL ADULTS	STAFF & VISITORS[a]	PARENTS & RELATIVES[a]	PROJECT CHILDREN IN SCHOOL	NO. OF CHILDREN REPRESENTED	% OF CHILDREN REPRESENTED
Marshall 18 Nov., 1970	56	18	38	82	29	35%
Buena Vista 8 Dec., 1970	50	14	38	67	30	45%
Mission Dolores 20 Jan., 1971	35	11	24	21	15	71%
Totals			100	170	74	44%

Objective, as stated in the Operating Proposal: 40%

[a]Staff plus Parents equal Total Adults except at Buena Vista, where two staff members also have children in the Project.

home with the children. 2) A babysitting service was always provided and well used. At Marshall and Buena Vista about 25-30 children were cared for in one of the classrooms with movies, games, etc. 3) The parents have come to recognize that everything we do is done bilingually, so they have confidence that they will not be left out--that they can understand and be understood.

At the third of these orientation meetings, held for Mission Dolores, we tried out a suggestion of the Buena Vista Community Advisory Sub-Committee to hold small workshop-like discussions with parents on various topics of concern. Since this meeting could not be held in the school itself, it would have been difficult to follow the formal part of the meeting with visits to the classroom. Instead parents were randomly assigned to four discussion groups:

I. Ways to extend learning into family activities.
II. Using parent and community resources.
III. How your children learn.
IV. How to educate your children about the dangers of drugs.

At least one staff member worked with each group acting as translator and recorder. During the last few minutes of the meeting, all came together again to hear reports of the various groups. This format was thought to be very productive in terms of ideas shared and in opening channels of communication and insight between Spanish-

English-speaking parents. We plan to replicate this kind of workshop with the parents at the other two schools.

2. Parent Unity Day

This pot luck, food-tasting fiesta was held on 20 March primarily for the families of children in the Title VII Spanish Bilingual Project. It was held in the cafeteria at Marshall Annex School between 12:00 noon and 2:30 p.m. on Saturday, 22 March 1971. In addition to the children's families, Project teachers and staff members also brought their families, and members of the Community Advisory Committee for Spanish Bilingual Education were invited. Finally, a number of community leaders who have been especially active in support of the Spanish bilingual project were invited and attended as guests of honor. Total attendance of children and adults was about 250 persons.

The general reaction to this fiesta was that it was a great idea, had good community support, the food was delicious, and generally the day was very successful. The food was supplied by the families participating, who were each requested to bring food typical of his native country. Little signs were made to identify each kind of dish brought. The cafeteria was decorated with art work by children in each of the seven classes under Title VII. While people were serving themselves buffet style and Mr. Frank Montoro (Mission District Elementary Super-

visor played the accordion, a carousel projector was set to show slides of the children and classes of the Project in continuous rotation.

The fiesta was covered by members of the press and a Channel 7 TV cameraman. Spots appeared on both the six and eleven o'clock news.

In a debriefing session held by the staff, several suggestions were made. The main thrust was toward getting more people involved earlier in the planning and preparation. It was thought, for example, that early teacher involvement could lead to greater program variety. Some regarded additional parent involvement in planning and set-up and wider staff help on set-up as desirable. A few parents from each school did assist in the actual logistics during the fiesta, and of course everyone cooperated as far as food goes. The thinking of the staff was that once a procedure and tasks check list could be worked out in this first attempt, we could turn much more of the responsibility over to parents. As it was the two home/school aides carried most of the weight and performed magnificently. Many other excellent suggestions were made in the areas of planning, babysitting, preparation and distribution of refreshments, and presentation of program. These will be useful in preparing future fiestas.

Some staff members had fairly serious misgivings about inviting television cameramen to the fiesta but must ad-

mit that they were set to rest by the man from Channel 7. The equipment necessary was much less than anticipated, and the cameraman himself was skillfully unobtrusive.

The consensus of all involved in the Parent Unity Day is that it was a roaring success. It helped increase an already growing sense of rapport and support for the Project among parents, students and school staff.

3. Latin American Day Fiesta

A parade through the Mission district was held 8 May, 1971, to celebrate Latin American Day. The parade included more then 100 units, and the Title VII Spanish Bilingual Bicultural float was one of them. The float was surmounted by a large globe with flags of the countries the Project children are from stuck in it. The float carried some of the teachers and children of the Project, dressed in a variety of Latin American folk costumes. Along the parade route, shouts of "¡Allí está mi maestra!" led to doubling the number of children and adding several parents to the float as it covered some 25 blocks to the fiesta for parade participants held at Centro Latino.

4. Community Orientation Open House

The evening of 10 June, 1971, the Title VII Spanish Bilingual/Bicultural Project held an Open House for the community at large. The Open House was held in the

cafetorium at Buena Vista School with the cooperation of the principal, Mr. Robert Jimenez, and his custodial staff. The purpose was to increase awareness in the community of the Project, it's goals, and the materials and methods used to achieve these in linguistically integrated classes of both native Spanish and native English speaking children.

The format was a series of display presentations, each covering a different aspect of the project, each manned by a Project staff member. The 13 tables included the following:

1. Arithmetic
2. Arts and crafts
3. Slide show of Project children, classes and activities.
4. Reading readiness, reading and book display.
5. Social Science.
6. Cultural display - articles from all parts of Latin America.
7. Video tapes of in-class demonstration lessons in science and social science. (Due to technical difficulties, this component was closed during the Open House).
8. Refreshments.
9. General Information.
10. Movies on ESL.
11. Guest book.

12. Science

13. Music.

Many of these displays were set up in such a way that the 25 or so Project children who were present actually used the materials displayed. They actually carried out simple science experiments, sang together with one of the Project teachers playing her guitar, and used the math and arts and crafts materials. The visitors moved freely between those displays which caught their interests, and what could have been a very dry and dull exhibit became in effect a series of minilabs of classroom activities.

The approximately 150 adults attending were generally enthusiastic about both the Project and the Open House. A wide cross section of Mission District community organizations were represented, and we were pleased to have several members of the Chinese Bilingual Program, representatives of the Japanese speaking community, and even one Berlitz teacher. The Japanese community has shown some interest in a Japanese bilingual program.

A member of the Project audit team from the Center for Planning and Evaluation, Dr. Richard Gustafson, came with his family. His comments were very favorable, both on the format and operation of the Open House and on the range and size of the attendance. The Open House was covered by Channel 7 Television news.

5. Newsletter

A single newsletter was prepared to briefly summarize the year's activities in the Title VII Spanish Bilingual/ Bicultural Project and in the District Bilingual Programs at both the elementary and junior high school level. This newsletter was three pages in side-by-side Spanish and English. It was sent home with all the children in the three programs it covered on the last day of school, 18 June, 1971. It covered such topics as the Title VII Project, Parent's Unity Day, the Cinco de Mayo activities, the Community Orientation Open House, and various junior high programs and activities.

6. Community Advisory Committee

While my overall evaluation of the orientation meetings as vehicles to inform the parents is quite enthusiastic, any assessment of the success of communication in the opposite direction must be somewhat more guarded. The Community Advisory Sub-Committee at each school has met only once. That initial meeting, however, indicated that the Sub-Committee format for parent input to the Project could be a useful one. Some of the ideas that originated in those meetings have already been tried (e.g. the work-shop format at Mission Dolores and the Parent Unity Day social for Project families), and others are being pur-sued (e.g. seeking out available classes in Spanish or English for the English- and Spanish-speaking parents

respectively). The single weakness in this particular function of the Sub-Committees is that they have not continued to meet on a regular basis, due largely to the loss of a full-time Project Manager at the end of January. As to helping the Home-School Aides carry out programs, they did participate in the operation of Parent Unity Day. The only difficulty in developing this function seems to be the large number of mothers with several small children.

The Community Advisory Committee, composed originally mostly of Mission district Community leaders and parent representatives from the schools with District Bilingual Education classes, functioned well during the planning stages of the Project. Since the beginning of the operational stage, 1 July, 1970, they have been called on relatively little. The CAC met with the Project Director six times during the year, on 1 August, 30 September, 23 October, 25 November, 22 April and 9 June. A seventh meeting, scheduled for 25 March, was cancelled on account of the teachers' strike here.

We attempted to hold one Project wide CAC parents' subcommittee meeting on 27 May. Only five parents came to this meeting, four of them from one school, which was not regarded as a sufficiently large or representative group to conduct any business. Extended informal discussion among those parents present, however, gave considerable insight into some of the most central concerns, anxieties

and interests of Project families. It was felt that even though the number was small, the level of communication and input was excellent.

Besides meetings, the Project Director submits regular monthly reports to the CAC on various aspects of continuing Project operations. In addition to formal meetings, the Project Director has considerable contact with individual CAC members both privetely and at other community organization meetings, since many CAC members are also leaders in the latter organizations. these contacts are partly indicated by his attendance at somewhat more than seven such meetings per month during the school year.

Besides the formal channels of communication with parents and community, a large amount of informal and individual contact is maintained. Project staff members are encouraged as a matter of policy to attend community organization meetings. The seven members of the Central Office Project staff, from October, 1970, through June 1971, made an average of 4.1 community contacts per month each, with a range from 0 to 11. These usually involved meeting with Mission District community organizations but also included contacts with individuals, with non-Latin groups, and efforts to locate particular kinds of resources in the community. The information exchange in these contacts is normally two-way; i.e. the staff member gives information about the Project while learning about the community's

felt needs and the availability of resources. Not infrequently these contacts were made in the evenings or on weekends.

The Home-School Aides each make between 10 and 60 individual parent contacts per month, in addition to about 10 community meetings. On the basis of available data from Parent-Teacher Contact Logs, each classroom staff unit, teacher (s) and aide, made about 15 parent contacts per month. These include phone calls, home visits by the teachers, classroom visits by the parents, etc. One teacher held a series of classroom meetings with her parents in the evenings at which she explained in some detail what she is doing at school, how the children respond, etc., as well as drawing the parents into talking about things they do with their own children, thus sharing ideas with each other. These have been well attended by both English- and Spanish-speaking parents; complete attendance records have not been kept, but at one such meeting about half the class was represented. These meetings have been so successful in building a sense of cooperative effort between teacher and parents that we have made classroom meetings the basis for parent organization during the 1971-72 school year.

Through all these formal and informal channels, the thinking and attitudes of parents and community at large reach the staff and become part of our planning. It is

still held as an important goal, however, to get the formal Sub-Committee/CAC structure functioning properly on a regular basis.

Integration

Under court order to devise a plan for integration of the San Francisco public elementary schools by September, 1971, a Citizens Advisory Committee for Desegregation/ Integration was established in the early spring. One of the early concerns strongly voiced in this group was that any integration plan which dispersed children lacking in English proficiency to such an extent that they could no longer be served would be unacceptable. Thus a Bilingual Subcommittee of the CAC for Desegregation/ Integration was formed. This group included citizen representatives of the Anglo, Chinese, Filipino and Latino communities, and its meetings were attended by school staff members of the Spanish, Chinese and Pilipino bilingual/ESL programs.

The recommendations of this Bilingual Subcommittee were subsequently adopted by the full Community Advisory Committee on Desegregation/Integration and approved by Judge Stanley Weigel as part of the Desegregation/Integration plan. They included establishment of receiving/screenning centers in the Mission and South of Market Districts, patterned on the Chinese Education Center, to serve primarily the Spanish and Pilipino speaking immigrant

children. Transition schools are to be designated, where children leaving the Centers can enter self-contained bilingual classes or receive continued help in English as a Second Language pullout classes. Finally the existing Title VII students were exempted from the busing plan, the Title VII classes could continue to be composed of 50% Spanish and 50% English speakers, and the self-contained District Spanish Bilingual classes were to integrate along the lines of the Title VII model. In this latter respect alone, the first year of operation of the Project has provided an invaluable service in experimenting with workable linguistically integrated bilingual classes.

Of these recommendations, transition schools at the intermediate level (grades 4-6) have yet to be designated, the two new receiving/screening centers are being established, and all the rest have been implemented.

Home Education

A major thrust in parent involvement has been to engage parents in the instruction of their own children. Various homework packets have been developed to go home with the children and to involve the parents in active learning and teaching relationship with their children. For example, science experiments which the children have experienced at school are being written in Spanish and

English to go home. A brief questionnaire is being developed to be filled out by the parent after participation--"who guessed the answer first?" etc. The packages are designed to take the school into the home. We are also trying to get parents involved in instruction at the school. An Inventory of Developmental Tasks has been developed in English and is being translated and produced in Spanish so that workshops for parents can be set up in which the parents will actively evaluate their own children's development in areas such as perceptual-motor skills, In the process parents will provide the teachers with basic developmental information which will enable them to best meet the needs of the children. such a program will help the teacher and the parent to become more knowledgeable of the relationship between develpment and learning behavior in each child. For example, the relationship between physical develpment (laterality, directionality, as in walking, and right- or left-handedness) and writing skills will be explained to parents. We feel that parental attitude will be changed in the direction of greater respect and practical awareness of the goals of education.

VII. PROJECT MANAGEMENT

1. Personnel

The Project has a generally excellent staff. The central staff brings a range of experience to their tasks, show ingenuity, and work well together. There was initially some problem in recruiting for several positions, but these have finally been overcome. The problems have been of two principal kinds: First has simply been the difficulty of finding qualified people and interesting them in applying for open positions. This proved most difficult in the case of the Project Manager. Second, on receiving applications from qualified persons, difficulties have arisen out of misunderstandings of, or conflicts over, District personnel policy. These have centered largely around District policy for hiring minorities. Project policy has consistently been to recommend hiring the most qualified people, regardless of ethnic background. Since one high priority qualification for most Project positions is bilinguality, many applicants satisfy the ethnic criterion as well, but in a couple of cases the personnel Office seemingly ignored the skills needed in a job and recommended a person on purely ethnic or other political grounds (e.g. someone in the District rather than an outsider). Eventually a working arrangement was successfully worked out in favor of Project recommendations implemented through the Personnel Office, and these difficulties appear to have been overcome.

In the case of Project Evaluator, the ethnic consideration outlined above delayed hiring. In the instance of the Home-School Aides, the problem was simply one of finding a person interested in and qualified for one of the two positions; this led to a somewhat late but satisfactory hiring. The problem of hiring a permanent Project Manager has been more complex. Dr. Samuel N. Henrie, the person first offered the job, is not Latino and is in other respects perhaps over-qualified. When it was clear that his conditions of employment could not be satisfactorily met, and he received another offer, Dr. Henrie resigned as acting Project Manager.

We were fortunate this time in very quickly finding a Mexican-American within the local system, experienced in administration who took the position at the beginning of September. Mr. Anthony Ramirez very capably guided the Project through the many practical obstacles and difficulties encountered in getting the Project classes constituted and operating in the first months of school. The very successful beginning of the parent involvement program was made under his direction. Mr. Ramirez is one of the most completely bilingual people I have met. This in itself contributed in no small way to his effectiveness in eliciting parent and community support for the Project, as well as in allaying the stereotyped misconceptions that a bilingual person is one who speaks English poorly or with an accent. In January Mr. Ramirez was offered a promotion elsewhere in the District, which he accepted.

The transfer was effective the end of January, but was only finalized by the Board a few days earlier. The result was that serious recruitment for a new Manager could not begin until the eleventh hour.

While the search went on and several good prospects rejected the job, the Project continued under its own steam, so to speak, but without much central direction of daily operations. The Project Director (non-federally funded) is responsible for District elementary and secondary Spanish bilingual programs and last year, the district Pilipino bilingual program, as well as for Title VII. His policy setting role and laison with both central district adminstration and community leaders is essential, but prevents the attention to practical detail required of the Manager. Other staff members, trying to fill the manager's role without the necessary training, experience, or inclination, discovered the amount of bureaucratic detail, red tape, and interference from outside the Project from which we had previously been protected by Mr. Ramirez. The result was a disastrous drop in support staff morale.

Finally, the bilingual media specialist and secondary resource teacher, Mr. Joseph Peterson, was appointed to fill the manager's role in an interim, acting capacity. His previous experience as acting Bilingual Program Director prepared him for the job. Under his leadership many of the operations and morale problems improved. Meanwhile, the search continued for a permanent Project Manager.

In early September Mr. Miguel Muto was finally hired as permanent Project Manager. His credentials are excellent and he shows every indication of filling our hopes and expectations.

Aside from purely staffing problems, there has been some misunderstanding of roles, particularly for the Teaching and Home-School paraprofessionals. the issue has largely been settled in the case of the former, though it is receiving continued attention. The problem for the Home-Schooi aides was that the position/role was a new one. It was defined in principal in advance, and a role description had been prepared, but no one foresaw exactly how it would work in practice. Expectations and skills have not always matched. A program of informal, one-to-one training to increase the Home-School Aides' level of sophistication in special areas was carried out throughout last year. This involved the kinds of specific activities parents can do to help their children and some basic understanding of why these activities work and how they relate to school success. On the positive side, the Home-School Aides have been very effective in physically organizing meetings and programs with the parents, in recruiting parents for Project involvement, in securing parent participation for special programs, and generally in greatly increasing the degree of contact between parents and community members and the Project. This channel of parent input to the Project has been one of the most effective so far.

2. Parent/Community Involvement

Aside from the parent input through the home-school aides, just noted above, one parent subcommittee meeting at each school, and a variety of informal contacts, most of this aspect of the program has so far been directed toward familiarizing parents and community with the Project. These efforts have been very successful, judging by the degree of participation and enthusiasm they have engendered. What was lacking in the first Project year was execution of the formal plan for Title VII parent representation on the Community Advisory Committee. It should be noted that the CAC has long had parent representatives from the District Bilingual Program; it is only formal Project parent representation that is lacking. There appears to be no obstacle to the implementation of that formal representation.

3. Communication

The primary problem in this area has resulted from the fact that the Project operates in three well separated schools and is directed from two offices. It is increased by the fact that the parochial school is outside the normal District communications network (especially a problem in getting delivery of materials from the district warehouse). the fact that the Project is imbedded in a very large district has increased the number of points where close communication with non-Project school personnel is essential. Finally, the lack of a permanent Project Manager during the second half of the year increased the difficulty of the situation.

Four concrete steps are being taken to improve communications within the Project. First, one teacher at each school has been asked to act as a laison with the supporting staff in matters that concern all the staff; this includes attendance at biweekly staff meetings. Second, a part of the Fall, 1971, preservice workshop was set aside for dealing with problems and development of interpersonal communications among the staff. Third full field and support staff meetings, held only twice last year, will be reguarly scheduled this year. Fourth, efforts to increase support staff classroom visits are continuing. Communication with non-Project school personnel should improve with the hiring of a full-time Project Manager.

4. Planning

Early in the Project year, a PERT system was set up to aid in planning and monitoring central staff activities. Setting up, revising, and extending the PERT chart quickly became a burden instead of an aid. As long as Mr. Ramirez was with the Project it worked to some extent and the rest of the staff could see the value of it even as it became more difficult to live with. When Mr. Ramirez left, PERT stopped. In attempting to anlyze why the system had collapsed, even while everyone agreed on its value, it was finally recognized that we had tried to plan in too much detail. Once that was discovered and made explicit, the Project Evaluator was able to set up a new, simplified PERT for four months in about half the time previously required

for one week. The present PERT system is a bit rough, but with continued refinement, holds promise of being much more useful than the old system.

Aside from the difficulty with PERT, operational planning has proceeded well within the framework of long range Project goals, needs assessment, and program guidelines. the only major improvement needed is for formal Project parent involvement on the CAC, as discussed above. The total systems management approach will continue to be used in the implementation and evaluation of the Project.

VIII APPENDICES

Appendix I

Scale for Rating Pupils' Ability to Speak English

Rating	Definition
A(6)	Speaks English, for his age level, like a native - with no foreign accent.
B(5)	Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level.
C(4)	Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of his native tongue. Depends, in part, upon translation and therefore speaks hesitantly upon occasion.
D(3)	Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.
E(2)	Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
F(1)	Speaks no English.

Reprinted with Permission of:

Board of Education of the city of New York
110 Livingston Street
Brooklyn, New York 11201

Appendix II

PRESERVICE WORKSHOP
2, 3, 4 September 1970

Wednesday morning, September 2

Welcome...	Elmer Gallegos
Introductions...	Elmer Gallegos
Presentation of Title VII... Project Components	Elmer Gallegos and staff

Wednesday afternoon

Review of Curriculum... Materials	Sam Henrie and staff

Tursday morning, September 3

Presentation of Curriculum... Development Program and Processes	Sam Henrie and staff

Thursday afternoon

Discussion of Alternative... Models for Classroom Organization and Daily Scheduling	Tony Ramirez

Friday morning, September 4

Discussion of Project... Evaluation: Internal Evaluation: External Audit: Role of Teachers	Paul Dillon

Friday afternoon

Discussion of General... Business	Elmer Gallegos
Questions and Answers...	All staff